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ABSTRACT

The Wisconsin Technical College System Board (WTCSB) funded the University of Wisconsin-Stout (UW-Stout) equity workshops and services projects for the past 10 years. Statewide equity staff development efforts and training workshops resulted in raised awareness of equity issues among administrators, counselors, and teachers. The WTCSB Evaluation Model for Equity/Diversity and the Learning Projects curriculum were presented to the American Vocational Association in December 1998. Five train-the-trainer workshops in Career Challenge trained over 60 technical college staff as facilitators for the adventure-based career exploration-preparation workshop. Single parent/displaced homemaker staff found the workshop instrumental in assisting clients to gain self worth, take risks, and develop trust in colleagues. Over 400 persons took vocational equity gender expectations and student achievement classes that included awareness raising activities and discussions. The last workshop, Skills for Living--Equity Action Research, had 45 attendees; 29 enrolled for one UW-Stout graduate credit and were to implement the curriculum in their institution. (Extensive appendixes include materials from the Planning Committee for Institutes, Vocational Equity Leadership Cadre, Skills for Living Well class, and Career Challenge workshop as well as the curriculum.) (YLB)

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ED 430 153

Wisconsin Technical College System Board

Equity Staff Development Workshops and Services Phase VIII

And

Single Parent/Displaced Homemaker Staff Development Workshops

Final Report

Submitted by:

Lorayne Baldus

Center for Training and Technical Education
UW-Stout
Menomonie, Wisconsin

June 1999

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WTCSB Equity Staff Development Workshops and Services, Phase VIII Project Number: 30-101-150-209

And

WTCSB Single Parent/Displaced Homemaker Staff Development Workshops Project Number 30-102-150-109

Funded by
Wisconsin Technical College System Board
310 Price Place
Madison, Wisconsin 53707

The material herein was developed pursuant to Grant Numbers 30-101-150-209 and 30-102-150-109 with the Wisconsin Technical College System. The original sex equity project was divided into two grants with the original objectives serving each grant. A curriculum project was added to the Single Parent/Displaced Homemaker grant and is included in Appendix E. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title II, Part B, Sex Equity Initiative funded these projects. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, represent official Department of Education or WTCSB position or policy. UW-Stout does not discriminate on the basis of race, gender, age, religion, sexual orientation, marital status, disability, or national origin.

Acknowledgements

A sincere expression of appreciation is extended to the many people throughout the Wisconsin Technical College System who participated in the activities conducted through this grant-funded project. Special appreciation goes to Frances Johnson, Wisconsin Technical Colleges System Board (WTCSB) Educational Equity Consultant, now a WTCSB Evaluation Consultant, who supported and guided the objectives of this project.

Barbara Dougherty, Center on Education and Work, UW-Madison has been of immeasurable help throughout the process of compiling the curriculum, *Essential Career Development Skills for Single Parent Displaced Homemakers*. She reviewed and commented on early drafts of the curriculum. Her suggestions were very much appreciated.

Special appreciation also goes to Mary Jo Coffee, Waukesha Area Technical College, and Karen Showers, Blackhawk Technical College. Mary Jo and Karen facilitated the Career Challenge training-of trainers in Janesville, Wisconsin. They have trained over thirty Career Challenge facilitators in Wisconsin, thus contributing to the success of many women entering the world of work and seeking occupation nontraditional to their gender.

In addition to the persons mentioned, many other people participated in the activities of these two projects. Many thanks to all who have participated and contributed their work and insights. It has been a pleasure to work with the many women and men who have given of their time and expertise to advance women's issues.

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WTCSB Equity Staff Development Workshops and Services Phase VIII, Final Report

Introduction:

The Wisconsin Technical College State Board (WTCSB) has funded the University of Wisconsin-Stout Equity Workshops and Services Projects for the past ten years. The Sex Equity Project, at the request of the WTCSB Educational Equity Consultant, was divided in two parts for the fiscal year 1998/99. The Single Parent /Displaced Homemaker Staff Development Workshops and Services grant was allotted one half of the funding. WTCSB support of these projects continued the state efforts to meet the federal requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, Title II, Part B, Sex Equity Initiative, a positive action to end bias and stereotyping and to ensure nondiscrimination. The two projects (25% FTE each, totaling 50% FTE) had similar objectives and workshops were run simultaneously for both groups. Therefore, only one final report encompassing both projects will be written.

Statewide equity staff development efforts and training workshops have resulted in raised awareness and subsequent individual WTCS district training by WTCS volunteers. Examples of training in the past year are Vocational Equity GESA workshops in technical colleges, six days of staff development in cooperation with the UW-Stout Vocational Equity Leadership Cadre, five days of facilitator training in Career Challenge (adventure-based training), and two days of Equity Action Workshops. Each workshop provided one UW-Stout graduate credit for those participants choosing to receive credit.

Presentations of the two documents, *Evaluation Model for Equity Diversity* and *Creating an Inclusive Educational Environment* (Vocational Equity Learning Projects), were made at the American Vocational Association (AVA) annual meeting in New Orleans, December, 1998. There have been requests for these documents from around the nation. Portions of the evaluation model will be used in the five-year diversity plan at UW-Stout and at selected technical colleges in Wisconsin.

The curriculum, *Essential Career Development Skills for Single Parent Displaced Homemakers*, has been entered into the Wisconsin Instructional Design System (WIDS) format for use in the Wisconsin Technical College System (WTCS). This document will be reviewed and disseminated to Single Parent/Displaced Homemaker programs for use in the respective colleges.

To assure continuity and coordination of programs and services for persons entering nontraditional programs, the WTCSB equity efforts were coordinated with State agencies and community-based organizations. The project director, through the direction of the WTCSB Educational Equity Consultant, continued to work closely with the UW-Stout Vocational Equity Leadership Cadre project located in the Center for Training and Technical Education (CTTE), the Department of Public Instruction Administrator of Vocational Equity, the Department of Public Instruction Single Teen Parent programs, and other statewide initiatives and programs serving the equity needs of women.

Because of changes in Carl Perkins legislation, these two projects end June 30, 1999. The impact project activities have had upon the many technical college staff, community based organization personnel, students and single parent/displaced homemakers will continue in years to come. Staff development efforts have helped bring about many changes and have made an impact upon college faculty attitudes through raised awareness of gender/racial/ diversity issues. Career Challenge facilitator training enabled facilitators to work with clients helping them achieve success in education and attain self-sufficiency. Equity Action Research (Skills for Living) curriculum will be implemented in many technical colleges and K-12 schools. All of these efforts have contributed to a more comfortable learning environment for all students. Behavioral change does not occur overnight. It is a gradual change of belief systems, attitudes and ways of interacting with people of differing cultures, race and abilities. The seeds that have been planted through the grants funded through Carl Perkins legislation will have a long lasting and continuing positive effect on the lives of many throughout the nation.

The Major Objectives were:

Activity No. 1: Conduct a needs assessment of persons in the technical college system and other selected educational state agencies to determine the equity training needs and set priorities for staff development.

- This was accomplished through; formation of an advisory board, review of evaluation instruments of staff development needs, and an informal survey of one hundred workshop participants. (Appendix A)

- The rationale to hold institutes was to enable current Carl Perkins Act grantees to do staff development on their own when the money was no longer available. The target audience was teachers and counselors. The delivery plan was for two to four stand-alone institutes that grantees would pay for. Two would coincide with fall and spring cadre meetings and two scheduled separately. The Fall Cadre meeting was to be a single parent/sex equity integrated workshop with presenters appealing to all groups. The Spring Cadre meeting included one day for single parent/displaced homemaker program staff, one day for equity staff, and one day as a separate institute. (Appendix B)

- Three institutes were planned with an overall title, "21st Century Employability." One, two-day institute, was held at the Spring Cadre meeting, but the other two planned meetings could not be held. The second institute was to be held in partnership with the Department of Public Instruction, "Improving (Minority) Student Participation and Achievement with a focus on math and science, school climate, changing perceptions, and students of color. Dr. Paul Hrdhowski, President of University of Maryland, was to be the speaker. Dates that were chosen by Scott Jones, DPI, were the same dates as other training sessions; Fall Cadre meeting, UW-Stout State-wide Equity/Diversity Workshop, and two Family Science Workshops. Alternate dates could not be found and this meeting was cancelled.

- The pre-conference to the Wisconsin Vocational Association (WVA) Institute was designed to appeal to industrial technology instructors and counselors. The theme for this meeting was "The Future of Vocational Education; Implications for Equity and Diversity," with a speaker from the National Center for Research in Vocational Education and a panel of vocational experts. A request for the pre-conference was denied by WVA because of lack of meeting space at the convention center. A tremendous amount of time was spent on planning these meetings and contacting people, only to have them cancelled.

- The third institute was a two-day event, held as a part of the Spring Cadre meeting. Terry Tafoya, Ph.D., was the conference speaker with 97 people attending. The presentation was altered slightly to accommodate the changing needs of the audience due to changes in Carl Perkins funding. Evaluation comments were very positive with some saying this was the best meeting they had ever attended. Brochures were disseminated at a statewide equity meeting and with cadre mailings. (Appendix B)

Activity No. 2: Provide a statewide Equity Staff Development Institute for technical college staff and other agencies.

- Requests from over twenty persons attending Marline Pearson's presentation at the Fall Cadre meeting resulted in a subsequent workshop emphasizing communication skills with clients. *Skills for Living - Equity Action Research*, was held May 11 – 12, at the Wagon Trail Resort. Forty-five persons attended this training and 29 persons enrolled in the class for one UW-Stout graduate credit. The persons taking the class for credit will implement the curriculum in their respective institutions. Teen single parent program staff were given curriculum to use in their programs. Evaluation comments were very positive. Workshop agenda and evaluations are included in the Appendix. (Appendix C) Curriculum and handouts for this course are on file at The Center on Training and Technical Education (CTTE), UW-Stout.

- Vocational Equity GESA training was provided with opportunity for UW-Stout graduate credit for 29 people in two technical colleges.

Activity No. 3: Provide training, technical assistance and support to technical college staff through coordination of efforts with the Wisconsin Vocational Equity Leadership Cadre Project located in CTTE, UW-Stout, WTCSB Single Parent/Displaced Homemaker Programs, Wisconsin DPI Administrator for Equity an Single Teen Parents, Wisconsin DPI Teen Single Parent program Coordinator and other programs and agencies serving the equity needs of women.

- Planned, coordinated and implemented gender equity training workshops in consultation with advisory committee members and state equity consultants. Due to the UW-Stout Vocational Equity Leadership Cadre Project Director's medical leave of absence, all remaining project work for the DPI project and Eisenhower Family Math/Science project was performed by the WTCSB Equity Staff Development Project Director. This effort resulted in complete coordination of all project activities. All staff development workshops were open to people from the K-12, Teen Single Parent program staff, Single Parent/Displaced Homemaker program staff, Postsecondary Equity staff, and persons from other agencies and community-based organizations serving the equity needs of women.

- Planned, coordinated and conducted two Vocational Equity Leadership Cadre training workshops, resulting in six days of training with approximately 100 participants for each of the six days. (Appendix B) Presenter handouts and materials are on file at CTTE, UW-Stout.

- Provided technical assistance, consultation, and support to equity personnel in implementing local plans through phone, fax, e-mail, and the provision of materials and resources as requested.

Activity No. 4: Organize and facilitate a career exploration workshop (Career Challenge – adventure-based training workshop) for selected WTCS equity personnel

- Planned, organized and conducted an intensive five-day workshop for 12 equity persons who direct programs that focus on recruiting women into nontraditional technical and trade occupations. (Appendix D) Curriculum is on file at CTTE, UW-Stout.

- Recruited participants from technical colleges, teen-single parent programs and community-based organizations who will incorporate the activities in existing programs.

- One UW-Stout graduate credit was given to 11 participants for taking the course that includes problem solving, trust building experiences, goal setting and ropes challenge activities.

Activity No.5: Enter the thirty-six hours of single parent/displaced homemaker career development curriculum into the Wisconsin Instructional Design System (WIDS) format for distribution to the Wisconsin Technical College System (WTCS).

- Entered Course Data, Competencies, Performance Standards into WIDS format
- Developed Learning Objectives, Learning Activities for each competency
- Developed Learning Plans for the seven competencies
- Developed one sample lesson plan

All colleges have the policy of requiring that curriculum be written for performance based instruction in the WIDS format. Some colleges have written their units in the WIDS format but require only the Course Outcome Summary, which includes the competencies and performance standards (criteria and conditions). Although the curriculum is standard, different colleges chose different competencies to emphasize. The curriculum, written in 1992, has been taught in various formats at the different sixteen technical college districts. This activity was designed to standardize what is taught by emphasizing the competencies most important for a thirty-six hour curriculum.

The thirty-six class hours of career planning include an 18-hour exploration of Nontraditional Occupation careers. The original curriculum materials included one hundred and eight hours of instruction. Focus groups of single parent/displaced homemaker program staff determined which competencies were most important for teaching within a limited time period. The resulting curriculum is divided into three parts, self-knowledge, career exploration, and career planning. The seven competencies, with corresponding performance standards, address these three issues.

Curriculum is not complete without the added performance objectives, learning activities, and performance assessments. These were added to the curriculum through the development of learning plans for each of the competencies. In addition, one lesson plan was included to show instructors the possibilities for each to customize their lessons. Lesson planning is something that is highly individual and best completed by the person teaching the course. The new WIDS format for learning plans helps instructors remember that all instruction is planned for what students should ultimately know and be able to do as a result of instruction. When following the performance-based instruction, there is less of the lecture and test and more of the skill and knowledge development with assessment that is performance based. This curriculum is meant to be a guide to those who teach career development for single parent/displaced homemakers. Copies were sent to selected persons at WTCSB and to Barbara Dougherty, Center on Education and Work, UW-Madison. Copies are also on file at the Center on Training and Technical Education (CTTE), UW-Stout. When approved, copies will be sent to Single Parent/Displaced Homemaker Staff of the Wisconsin Technical College System. (Appendix E)

Summary:

Statewide equity staff development was provided through workshops for technical college staff, K-12 public schools, and other agencies. Administrators, counselors, and teachers will have increased their awareness of equity issues and developed additional programs and strategies to promote and achieve vocational equity for all students at the local level. As a result, there will be an increase in the number of nontraditional and special needs students in vocational and applied technology education and school-to-work programs with progress toward meeting the performance standard of 25 percent enrollment of nontraditional students and proportional enrollment of special needs students in vocational education, tech/prep, apprenticeship, and school-to-work.

The WTCSB Evaluation Model for Equity/Diversity and the Learning Projects curriculum were presented to a national audience at the American Vocational Association in New Orleans, December 1998. Twenty-five copies were distributed at the meeting and ten other requests for materials were filled. Copies have been distributed to several universities who intend to incorporate some of the materials in their diversity efforts. UW-Stout's Plan for Diversity incorporates many of the elements of these documents. Several Wisconsin Technical Colleges plan to incorporate the Evaluation Model in their five-year plans. These documents represent a synthesis of ideas and work provided by many individuals in the state of Wisconsin. These two documents, *WTCSB Evaluation Model for Equity Diversity* and *Creating an Inclusive College Environment*, are an attempt to infuse and integrate equity and diversity strategies within the technical college strategic planning initiatives. These documents are useful and will continue to aid colleges in infusing equity strategies within the system. Copies of these documents may be obtained from CTTE, UW-Stout, Menomonie, Wisconsin.

Five train-the-trainer workshops in Career Challenge have been provided to technical college staff. As a result, over 60 people have been trained as facilitators for this adventure-based career exploration/preparation workshop. Single Parent/Displaced Homemaker program staff have found this intensive workshop to be instrumental in assisting clients to gain self-worth, a willingness to risk, and also to develop trust in colleagues. This experience has been very effective in helping clients to pursue educational goals and seek high-wage, technical employment. Two persons in Wisconsin are certified to train facilitators in using Career Challenge activities.

Vocational Equity Gender Expectations and Student Achievement classes have been held throughout the state of Wisconsin since 1992, with over 400 persons taking the classes. The content includes awareness raising activities and discussions that have great impact upon the instructors and the students they teach. Volunteer teachers who took the facilitator training class taught classes. Credit for teaching could be given only once and teachers were not reimbursed for their efforts. As a result, only two colleges that reimburse or consider this part of the instructor load continue to offer the class. The UW-Stout Equity Project has offered this as a tuition-waived course with students paying only the segregated fee for the credit. Whereas this credit been a great incentive for attracting students, the greater result has been the number of students, men and women, who have taken the class to receive credit, but, in the process, have learned much about equity principles that have an impact on students.

The last workshop, *Skills for Living Equity Action Research,* included 45 individuals from the public school system, technical colleges and government agencies. Twenty-nine persons will offer this curriculum to individuals within their institutions. The primary beneficiaries will be teen single parents and single parent/displaced homemakers. The curriculum is designed to help improve positive relationship skills through development of communication and listening skills.

The curriculum, *Essential Career Development Skills for SingleParent Displaced Homemakers,* was written in the Wisconsin Instructional Design System format, required by most of the Wisconsin Technical Colleges. This provides a uniform curriculum for use by instructors throughout the state and gives suggestions for teaching. Only the essential 36 hours of the 108-hour curriculum were put into this format because of the limited project time.

Changes in attitudes and beliefs come about slowly, but all of the activities through the years have made an impression upon countless individuals. The efforts that have been underway will continue for years to come and, through the dedication of countless individuals, will bring about equitable educational systems for *all* students.

Appendix A

Planning Committee for Institutes

Plan of Action

Agenda

Minutes

Institute List

Membership List

WISCONSIN VOCATIONAL EQUITY

WISCONSIN TECHNICAL COLLEGE
SYSTEM BOARD OFFICE
310 PRICE PLACE
P.O. BOX 7874
MADISON, WI 53707

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

DATE: March 20, 1998

TO: Members of the Wisconsin Vocational Equity Leadership Cadre Meeting Planning Group

FROM: Frances Johnson, WTCS Board
(608)266-1840 or *johnsof@board.tec.wi.us*

Barbara Schuler, Wisconsin DPI
(608)267-9170 or *schulbl@mail.state.wi.us*

SUBJECT: Planning Meeting

Please join us in planning next year's cadre meetings. We are going to try some new things next year and would like to involve you in a discussion of some alternative options. First, we are going to try to offer three one day, single subject "Equity Institutes". These will be offered at a fee to a wide audience that we will recruit with a separate brochure and registration information. Two of these Equity Institutes would take up one day of each of the three day Cadre meetings. The third Institute would be scheduled on another date, as a stand alone meeting.

We believe that moving more to a staff development, institute format will allow us to continue doing statewide staff development under the new , proposed Perkins restructuring if we can demonstrate that we can reach a broader audience.

This change would leave two days of Cadre meetings, twice a year. We are also proposing that we experiment with two different formats for these two meetings. The first (fall) meeting would be two days of integrated presentations with time for organizational meetings and some concurrent sessions to address specific interests of single groups. The second (spring) meeting would have two separate days, one for single/teen parent and displaced homemaker programs and one for equity programs and issues. We would then evaluate the two formats.

We have scheduled a meeting for Wednesday, May 13, 1998 at the Wisconsin Technical College System Board office, 310 Price Place, Madison, WI. We will meet in the board room, from 9:30 - 3:00 that day. It is our objective to select the Equity Institute topics and to plan the fall meeting and as much of the spring meeting as possible. It would be helpful to come to the meeting with detailed information such as phone numbers and addresses of individuals that might be presenters. One good resource is the conference agendas from

other meetings that you may or may not have attended. We will also be seeking feedback from current Cadre members, and that information that will be available to the planning group.

For your information, the planning group members are:

Lorayne Baldus, UW - Stout CVTAE
Kaleem Caire , DPI
Eyvonne Crawford-Gray, DPI
La Verne Dixon, WTCS Board
Barbara Dougherty, UW - Madison CEW
Kathy Eidsmoe, CESA #1
Pam Hilleshiem-Setz, CESA #5
Fran Johnson, WTCS Board
Dan Konop, CESA #7
Jason Matthews, Milwaukee Area Technical College
Linda Riley, UW - Stout CVTAE
Barb Schuler, DPI
Jackye Thomas, Madison Area Technical College

EQUITY LEADERSHIP CADRE PLANNING MEETING

Wisconsin Technical College System Board
310 Price Place, Madison, WI
Board Room

May 13, 1998

9:30a.m. – 9:45a.m.	Introductions
9:45a.m. – 10:00a.m.	Overview of New Cadre/Institute Model
10:00a.m. – 11:00a.m.	Selection of Three Institute Topics Scheduling and Planning Team Assignments
11:00a.m. – 11:30a.m.	Overview of the Cadre Sessions for 1998-99
11:30a.m. – 12:30p.m.	Lunch
12:30p.m. – 3:00p.m.	Cadre Membership Topic Selection Initial Agenda Design

NOTE: Please bring as much information as possible about individuals you are recommending as presenter at any of these meetings. It looks like we will be able to get Terry Tafoya for both an institute day and the cadre in the spring if we would like to have him. We will discuss that and the topics we would want to be our focus if that takes place.

Notes: May 13, 1998, Cadre/Institute Planning Meeting
Madison, Wisconsin
by: Linda Riley, Lolly Baldus

Introduction by Barb and Fran:

1988-99 Cadre Meetings/Institute

Rationale: Training to enable current CPA grantees to do staff development on their own when the money is no longer there.
Target Audience: Teachers and Counselors.
Delivery Plan: To do 4-5 stand alone Institutes that grantees would pay for. 2 would coincide with Fall and spring cadre meetings and 2-3 scheduled separately.
Organization:
Fall Cadre Meeting - Integrated - SP and Equity People
Spring Cadre Meeting - One day strictly Single Parent, one day strictly Equity, and one day Institute.

Potentials Topics/Themes:

1. Minority student participation and achievement - school climate
2. Entrepreneurship and Entrepreneurship Literacy - Workforce Changes
3. Employment and Community Partnerships, Citizenship, Community Service (Howard Fuller, WMC.-Jim Morgan)
4. Terry Tafoya
5. Ann Rodgers-Rhyme
6. Parent Involvement - Scott Solberg, UW-Milwaukee
7. Being a Minority Student on a White Campus, Deborah
8. Counseling Involving Equity, Opportunity - link with Changing Perceptions..
9. 21st Century Employability Skills.
10. Health and Wellness/Empowerment - Ann Richards
11. Consensus Building/Conflict Resolution
12. Impact of National, State and Local Political Decisions on Students; standards, administer at all levels-rural, urban, suburban, apply at home level
13. Focus on math and science and its impact on students
14. Changing the perceptions of various cultures-link with counseling involvement topics.
15. Student assessment counseling content-entrance to programs, ability vs. test scores/muitiple intelligences
16. AAUW reports - course enrollment patterns, strengths/weaknesses, single sex schools
17. Career development-readiness, teachers need to understand career development, Don Schutt
18. AAUW Study "Impacts of Poverty on Single Heads of Households", Dr Valerie Pulaski, Eastern Michigan University
19. Roundtables on Hot Topics of Partnerships

INSTITUTES

Overall Title: 21st Century Employability

Target Audience for Institutes - Teachers and counselors.

Time frame: 9 am - 3:30 pm

#1 Parent/Employer/Community Partnerships/Involvement
October 13, 1998
First Day - Fall Cadre Meeting - Green Lake, Wisconsin

Coordinators:
Fran Johnson, Chair
Sharif Mansur
Barb Schall

Presenter Ideas:
Howard Fuller, Jim Morgan , WMC
Citizen Tool Kit

#2 Improving (Minority) Student Participation and Achievement
(Focus on math and science, school climate, changing perceptions, students of color)
Stand Alone - **Date:** _____

Coordinators:
Kaleem Caire, Chair
LaVerne Dixon
Kathy Eidsmoe

Presenter Ideas:
Coordinate with Scott Jones
Dr. Paul Hrdhowski *Pres. of Univ. Maryland)

#3 Impact of National, State and Local Decisions on Students
(standards/assessment etc.)
Stand Alone: **Date:** _____

Coordinators:
Kaleem Caire, Chair
LaVerne Dixon
Fran Johnson
Lolly Baldus

Presenter Ideas:
Lafollet Institute

OVER

#4 Workforce Changes: Entrepreneurship and Entrepreneurship Literacy
(career development, career counseling, student assessment for careers, focus on counselors)
Date: April 15, 1998
Spring Cadre Meeting, Ramada Inn, Eau Claire, WI

Coordinators:
Sharif Mansur, Chair
Barb Schall

Presenter Ideas:
Terry Tafoya (school climate, aggressvie language)
Don Schutt
AAUW - Course Enrollment Patterns, Strengths/Weakness, Single Sex Schools

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

June 30, 1998

Wisconsin Vocational Association Board
Betty Lou Esser, Executive Secretary
518 Potomac Lane
Madison, WI 53719

Members of the Wisconsin Vocational Association Board:

I have been asked by Frances Johnson, WTCSB Educational Equity Consultant, and the WTCSB/DPI Vocational Equity Leadership Planning Committee to plan a statewide equity institute to be held in conjunction with the Wisconsin Vocational Association meeting planned for April 8-10. This letter is to ask permission to hold a preconference on Wednesday, April 7, 1999.

The tentative title for our institute is "The Future of Vocational Education; Implications for Equity and Diversity." We hope to have a speaker from the National Center for Research in Vocational Education (NCRVE) followed by a panel of vocational experts from Wisconsin. Our target audience is secondary and postsecondary vocational education educators and we expect a registration of 50 to 75 people.

Conference costs will be covered by a registration fee and the WTCSB grant-funded equity staff development project at UW-Stout. All arrangements for this preconference would be planned by the WTCSB Equity Project Director at the Center for Vocational, Technical and Adult Education (CVTAE), UW-Stout. If possible, we would like to have our preconference information included in the information and brochures sent to potential participants.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Lorayne Baldus
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CVTAE, UW-Stout
103 1st Ave. W., SHC 127
Menomonie, WI 54751

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1998-99 Cadre/Institute Planning Committee

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Appendix B

Vocational Equity Leadership Cadre

Registration Letter

Fall Agenda

Fall Evaluation

Spring Letter

Spring Agenda

Spring Evaluation

University of Wisconsin - Stout

Wisconsin Vocational Equity Leadership Project
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TO: WI Vocational Equity Leadership Cadre Members
Pre-K - Postsecondary Equity Staff
Secondary and Postsecondary Single Parent/Displaced Homemaker Staff
Others

DATE: August 24, 1998

RE: **1998-99 WI VOCATIONAL EQUITY LEADERSHIP CADRE MEMBERSHIP AND FALL CADRE MEETING REGISTRATION**

It is again time to indicate your interest in becoming a member of the Wisconsin Vocational Equity Leadership Cadre for the coming year.

Cadre membership and meeting attendance is required for all DPI Carl Perkins Sex Equity Project grantees and DPI Single Teen Parent Project staff, and is considered a state-called meeting for WTCSB Sex Equity and Single Parent/Displaced Homemaker program staff. However, since a cadre is a group of people focused on similar issues and similar concerns, anyone who is concerned about equity issues in education, PreK-Postsecondary, is invited to join the cadre and to attend the meetings. We encourage you to seriously consider becoming a member.

Cadre Membership
Membership fees for the 1998-99 will remain $85 per year per individual. This membership fee covers meeting materials, resources, lunches and breaks for both the fall and spring cadre meeting, access to the Equity Resource Center (400+ resources), networking and technical assistance. The Statewide Equity and Multicultural Education Convention is considered part of cadre participation, but it will have a separate registration process and fee attached. The 1998-99 training sessions are scheduled as follows:

October 13-15, 1998 Fall Cadre Meeting	Heidel House Green Lake, Wisconsin
November 18-20, 1998 Statewide Equity and Multicultural Education Convention	Holiday Inn Stevens Point, Wisconsin
April 13-15, 1999 Spring Cadre Meeting	Ramada Inn Eau Claire, Wisconsin

If you wish to become a member of the cadre for the 1998-99 school year, and we hope that you will, please complete the enclosed form and return it with your payment **as soon as possible but no later than September 11, 1998**, in the envelope enclosed.

Cadre Meeting Registration
Please remember that it is necessary for you to register for each one of the cadre meetings. The registration for the fall meeting is included on the Cadre Membership Form.

Please note carefully the pertinent meeting information that follows.

Lodging
A block of rooms has been reserved for our group at the Heidel House under the name, "UW-Stout Equity Cadre." In accordance with state rates, single rooms are $52 per night and double rooms are $92 per night. Reservations need to be made directly by calling 1-800-444-2812 or 920-294-3344. **These rooms will be held for us until September 17th** and then released to the public. Directions to the Heidel House are enclosed.

Meals and Breaks
Please see agenda for the meals and breaks provided. A restaurant is available for those desiring breakfast. To avoid wasting both food and money, I would appreciate it if you would indicate your intent to participate in meals on the registration form.

Fall Cadre Meeting Registration
We are very excited about our training program for the 1998-99 year. For your information, we have enclosed a tentative agenda for the fall meeting, and a very, very tentative agenda for the spring meeting. Again, and this is very important, if you are planning to attend the fall meeting, you must indicate it on the cadre membership form enclosed as we need an exact count for meals, materials, and names to enable our grant to pay for the meeting expenses.

Dress for cadre meetings is casual!

Please Note
On Day Two the Wisconsin Women Work Organization will again conduct a silent auction to support their work. Donations are requested and appreciated.

We are looking forward to seeing you in October. If you have any questions or concerns, please contact either one of us.

Linda Riley
rileyl@uwstout.edu
Phone: 715-232-1885

Lorayne Baldus
baldusl@uwstout.edu
Phone: 715-232-1395

Enclosures

cc: Barbara Bitters, DPI
Fran Johnson, WTCSB
Barbara Dougherty, CEW,UWM

-Revised October 7, 1998

FALL CADRE MEETING

Tentative Agenda - See Room Assignments Attached

October 13,1998

8:00 - 8:30	Registration/Coffee/Rolls/Networking
8:30 - 9:00	Announcements, Introductions
9:00 - 12:00	*Building Community and Individual Wealth* Sherri Moses, Program Manager, Women's Self-Employment Project
(10:15)	(Break Provided)
12:00 - 1:00	Lunch
1:00 - 4:00	*Border Crossers, Rupturing and Creating the Contented Space of Education,* Debora Barrera Pontillo, Director of Diversity, Edgewood, UW-Madison
(2:15)	(Break provided)

October 14, 1998*

7:45 - 8:15	Registration/Coffee/Rolls/Networking
8:15 - 8:30	Welcome/Housekeeping Etc.
8:30 - 10:00	*SCANS Review*, Sharif Mansur, Marquette University
10:00 - 10:15	Break
10:15 - 12:00	Sectionals: *#1 - Rebuilding Families*, Marlene Pearson, MATC *#2 - Being a Minority Student on a White Campus*, Debora Barrera Pontillo, Director of Diversity, Edgewood, UW-Madison #3 - *Models of Community Leadership* Leadership Greater Madison - Mary Kessons, Howick Associates Student Service Learning, Carole Klopp, CESA #2 Maryland's Community Service Program for Students, LaVerne Dixon, WTCSB
12:00 - 1:00	Lunch
1:00 - 2:30	*Impacts of Parent Involvement /Predictors of Success,* Scott Solberg, UWM
2:30 - 2:45	Break
2:45 - 4:15	Sectionals: #1 - *Follow-up with Scott Solberg* #2 - *Networking with Community Organizations*, Jane Doughty, Vice President - Programs, AAUW; Panel from Single Parent Programs: Barbara Nordberg, WTC; Karen Showers, BTC and Judy Stanton, LTC #3 - *Chicago Women in the Trades and Schools*, Julie Kruse, Project Manager
5:00 - 7:00	WNWW Annual Meeting

October 15, 1998

8:15 - 9:00	Coffee/Rolls/Networking
9:00 - 12:30	**Best Practices/Emerging Issues/Technical Assistance**
(10:15)	(Break Provided)
	Sectionals: #1 - K-12 Equity and Secondary Teen Single Parents - agenda on back #2 - Postsecondary Equity -agenda on back #3 - Postsecondary Single Parent/Displaced Homemakers - agenda on back

12:30 **Lunch to Go/Adjourn**

* Wisconsin Women Work Auction

Over

Best Practices/Emerging Issues/Technical Assistance

Section #1: PreK-12 Equity and Secondary Teen Single Parent Staff

Facilitator: Barbara Bitters, WI/DPI, Equity Mission Team

AGENDA

9:00 - 10:15	Project Reports Section #1 - PreK-12 Equity Staff - Project Reports Section #2 - Secondary Teen Single Parent - Project Reports
10:15 - 10:30	BREAK
10:30 - 12:30	PreK-12 Equity and Secondary Teen Single Parent Staff

1. Update from DPI
   - Status of Pupil Nondiscrimination Self Evaluations, New Appeals and Reporting Procedures
   - Equity and High School Graduation Tests and other assessment issues
   - Revision of Curriculum Guides from DPI - how should equity be addressed and infused
   - Equity Connections with Model Academic Standards
   - Updates on Minority Achievement Project
2. Update on CESA #2 Project - Melissa Keyes, Cindy Vaughn
3. And More...

Section #2: Postsecondary Sex Equity Staff

Facilitator: Fran Johnson, WI Technical College System Board

AGENDA
9:00 - 12:30

9:00 - 9:30	Women in Computing, Fran Johnson
9:30 - 10:15	New Budget Request for Women in Non-traditional Training - Fran Johnson
10:15 - 10:30	Break
10:30 - 11:00	Women in the Trades, Marge Wood, WTCSB
11:00 - 11:30	Starting a New Program - Building Institutional, Employer and Community Support, Rose Susami, Waukesha County Technical College
11:30 - 12:30	Women in Machining - Mary Knight, MATC and Della Clabotts, NWTC

Section #3: Single Parent/Displaced Homemaker Staff

Facilitator: Barbara Schall

AGENDA
9:00 - 12:30
(Break 10:15 am)

1. Showcase of Best Practices - Panel of Local Programs
   Facilitator: Barbara Schall, Chair, Wisconsin Network for Women and Work
2. Issues Forum with State Senator, Mary Panzer
3. State Updates, Fran Johnson

1998-99 Wisconsin Vocational Equity Leadership Cadre Fall Meeting
Meeting Feedback Form - SUMMARY

PLEASE COMPLETE:

Level working at:	Major Responsibility/Interest:	Attended:
22 K-12	25 Single Parent/Displaced Homemaker	17 Day 1
16 Postsecondary	20 Equity/Multicultural	36 Day 2
2 Other:_____	3 Other:_____	43 Day 3
6 Omit	5 Omit	2 Omit

PLEASE COMPLETE THE FOLLOWING QUESTIONS BY GIVING YOUR FRANK OPINIONS AND REACTIONS:

1.	How new were the topics or materials to you?	omit 7%	Very New 11%	Somewhat New 73%	Not New 9%
2.	How relevant or useful was the training to your work - did it meet your needs?	 0%	Yes 56%	Somewhat 42%	No 2%
3.	Do you feel the ideas and concept can be immediately integrated into your work?	 2%	Yes 67%	Somewhat 24%	No 7%
4.	How effective were the presentations in getting ideas across to you?	 0%	Highly Effective 67%	Somewhat Effective 31%	Not Effective 2%
5.	Was there enough opportunity for questions and discussion?	 2%	All That Was Needed 76%	Too Much 4%	Should Have Been More 18%

6. What was the **most helpful** information for you?

- Info on apprenticeships and sharing by other Tech staffs on their NTO programs.
- Info on Carl Perkins status.
- Getting ideas from other people.
- The non-traditional reports from other programs, nontraditional methods.
- "New Faces on Main Street" video-excellent!
- Presentation on "Rebuilding Families" -would like to take training.
- Time to network.
- The sessions.
- Sheri Moses' presentation.
- Debora Barrera Pontillo's presentation #1.
- Sharif Mansur's presentation.
- SCANS preview.
- Info on Carl Perkins III.
- SCANS review-Sharif Mansur.
- Rebuilding Families-Marlene Pearson.
- Talking with others who do my work.
- Hearing the keynote Debora.
- Financial needs of students and ways to help in that area as well.
- Marlene Pearson-excellent-could you arrange for this class to be presented for T.S.P./H coordinators & others who want this info/skills.
- Enjoyed Eileen's video & presentation. Also enjoyed #3 models of community leadership.
- Sherri Moses, Sharif Mansurs-really enjoyed.
- New resources.
- The video: "Race Equity in Green Bay, WI.
- Marlene Pearson's information.

- Handouts
- Talking to others in simular situations.
- Ideas on how to go about seeking additional funding for my displaced homemaker program.
- Really enjoyed and got a lot out of both Sherri Moses' and Debora B. Pontillo's presentations. It was a great team building experience to share ideas re: privilege & power in the circle. It gave me more insight into a lot of people at the conference. I'd like to do more team building kinds of activities. Thanks for bringing a rep. from Sen. Panzer's office. What a wonderful opportunity to share with her.
- Networking time with other program participants.
- Talking with Senator's representative.
- Debora-very important people skills.
- Tuesday morning session on Chicago & program; Marlene's session Wed. on relationships.
- Teaching/communication style modeled by Sharif.
- Nontraditional employment session.
- Assessment discussion & other Wed.
- Sharing with others working w/teen parents.
- More on K-12.
- Service learning sectional, CPA 3 info, Standards & Assessment.
- The third day. The information on correlation equity issues & the standards.
- Marlene Pearson's presentation "Rebuilding Families".
- Sherri Moses-PDP-this can be implemented as soon as I get home.
- Barb Bitters' presentation.

7. What was the **least helpful** information for you?

- K-12 info.
- Border Crossers-information given had nothing to do with title.
- Nothing was not helpful-all worthwhile.
- K-12 teen's (but I just didn't attend those).
- Update from DPI Thurs. morning.
- More time for teen single parent issues, specific topics to help w/teaching.
- Third day session on equity was interesting but too long for my needs.
- Wed. time for TSP/H to meet together. Did not have enough time-Always the same. No organization to this time-no facilatator.
- No show for Scott Solberg-did a good job adapting schedule.
- Models of community leadership didn't like the Madison leadership training-no diversity.
- How moneys are distributed.
- Should have a three minute time limit.
- The information related to K-12 because that isn't the population I work with.
- Nothing.
- Debora's session.
- I realize this is an Equity Cadre, but with the Perkins changes in the near future, as a teen single parent coordinator, I felt valuable time was lost and 60 min. was not lengthy enough for our needs.
- Rebuilding families-poor presenter.
- We did not have much time, out of 2 1/2 days, to talk as a group-teen single parents/about 1/2 hour.
- I am not an equity person. I came for teen single parent info. Not much time allowed for that. Perhaps do that on 1st day-not last!
- Everything.
- All except the 1st speaker in day 2.
- Scott Solberg no show. However, quick recovery/regrouping by planning committee.
- Fool who didn't show up.
- SCANS review.
- Networking with community organization since I knew about most of the resources.

8. Other thoughts you would like to share...

- Good effort to "adlib" when speaker did not show Wed.
- Have presentations from service providers who are successful-show us what really works.
- A session that involves the Career Challenge activities.
- WNWW Annual Meeting-way too slow & drawn out! It seems that we could move along a little faster & still cover the same topics. Every one is tired from a full day and hungry (meeting over supper hour). -too long.
- Meeting rooms very chilly.
- These are wonderful times to share, grow & move forward/on.
- Another great conference.
- I feel the secondary teen single parent instructors were very neglected this Cadre meeting. We were only given 1/2 hour to meet as a group. And there were no breakout sessions specifically geared toward us.
- We needed more time to work together as Teen Single Parents Program information sharing.
- I would be interested in having the person from Madison who does PREP actually do a training at one of our conferences. That would give me the tools I need to actually carry through with an idea.
- Temperature of rooms sometimes a problem.
- Really good sessions!
- Have always enjoyed the training-relevant to my work.
- Love the Heidel House.
- Marlene Pearson's presentation had very helpful,useful info. But her material would have been more clear to understand if she had completed sentences and been more organized. Her presentation style of jumping from one topic to another was hard to follow. The hotel should have provided better materials for her to display her posters. They had valuable info but fell off the wall.
- When I take time to go to a conference I like things presented in a timely matter. Not open ended on and on.
- Barb Schall did a great job of facilitating the SP/DH meeting on Thursday. Thanks for scheduling this meeting at the Heidel House. Wonderful location and accommodations-especially at this time of year.
- Workshop correspondence/Wish it could have come even earlier.
- Very nice conference! Thanks.
- If it's possible to do that 12-hour prep program Marlene was talking about, I think that would be a wonderful 2-day workshop option before Spring Cadre.
- Meals and Breaks/Good vegetarian choices!
- Debra Berra Pontillo's presentation-this group need to do more to learn about issues & power privilege beyond class gender. Great to get people involved.
- Meeting facilities/Rooms were cold.
- Would like more time for K-12 school age parent program people to meet, deal w/specific issues for this area.
- Meeting Facilities/Love Heidel House. Central location. Excellent facilities.
- Some people suggested "hands on", or observation experiences in place of "sessions". This might be a wonderful opportunity to understand what our schools & other institutions are doing during the school year.
- Meeting Facilities/Except for the fly situation.
- Need time to stratagize w/others how to continue in absence of funding-separate mtg? In central location.
- Good but not enough for teen single parents.
- Workshop correspondence/not notified.
- At the spring meeting I would like the K-12 Equity teams spending an entire day looking at the standards & equity. It will be very important in the future.
- Have Pearson's presentation for whole group instead of sectional! Possibly Mansur's as sectional!
- Handouts and Materials/Would have been very helpful to have Pearson's here!!
- Thank you.
- Go back to format where day 1 was single parent day 2 single parent & K-12 Equity & day 3 K-12 Equity. Impossible to attend all 3 days.

	Omit	Excellent		OK		Poor
9. How would you rate the overall training?		5	4	3	2	1
	4%	27%	47%	22%	0%	0%
10. Please rate the following:						
Workshop Correspondence		5	4	3	2	1
	4%	44%	31%	13%	2%	4%
Meeting Facilities		5	4	3	2	1
	0%	60%	33%	7%	0%	0%
Meals and Breaks		5	4	3	2	1
	2%	60%	33%	4%	0%	0%
Handouts and Materials		5	4	3	2	1
	0%	44%	38%	16%	2%	0%
Rooms		5	4	3	2	1
	2%	62%	36%	0%	0%	0%

Wisconsin Vocational Equity Leadership Cadre 1998-99 Spring Meeting

April 13 - 15, 1999
Ramada Inn
Eau Claire, Wisconsin

Sponsored by the
Department of Public Instruction
John Benson, State Superintendent
and the
Wisconsin Technical College System Board
Edward Chin, State Director
in cooperation with the
University of Wisconsin-Stout
Center for Training and Technical Education
Lorayne Baldus, Project Director

The Department of Public Instruction, the Wisconsin Technical College System Board and UW-Stout do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

This training was funded in part by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

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March 26, 1999

SPRING CADRE MEETING
Ramada Inn, Eau Claire
April 13 - 15, 1999

Tuesday, April 13, 1999

8:30 - 9:00	Coffee/Rolls/Networking	
9:00 - 9:30	Welcome/Announcements/Housekeeping	
9:30 - 11:30	Sectionals	
	#1	Crystal Ballroom #1 Single Parent/Displaced Homemaker Programs *Networking In Your Community; Issues of Child Care, Domestic Violence, Advocacy* June Kjome, La Crosse, WI
	#2	Crystal Ballroom #2 Teen Single Parent Programs, *Best Practices* Laurel Hoeth/Ann Marie Haverland/Mary Straumfjord
11:30 - 12:30	Lunch	Four Seasons #2 & #3
12:30 - 3:00	General Session	Crystal Ballroom #1 *Shuffle, Shift, and Swerve - How to Stay Afloat While They're Draining The Pool* Camille Wade Maurice, Wausaukee, WI "It takes enormous energy on the part of those who serve others; to care for their clients, themselves and each other and to cope with the demands, crisis and constant changes inherent in todays system of delivering service. This workshop will enable helping professionals to understand the importance of investing personal energy in ways that insure a balance between self-care needs and the needs of others."
3:00 - 3:15	Break	
3:15 - 4:30	Sectionals	
	#1	Crystal Ballroom #1 Single Parent/Displaced Homemaker Programs *Advancing Your Legislative Issues: Forming Alliances* Al Baldus, former Member of Congress and Representative to the Wisconsin Assembly Barb Schall, Moraine Park Technical College Deb McDonald, Midstate Technical College
	#2	Crystal Ballroom #2 Teen Single Parent Programs *Perkin's III Transition Strategies* Bob Enghagen/Eyvonne Crawford-Gray, DPI

March 26, 1999

SPRING CADRE MEETING
Ramada Inn, Eau Claire
April 13 - 15, 1999

Wednesday, April 14, 1999

8:00 - 8:30 Coffee/Rolls/Networking

8:30 - 9:00 Announcements

9:00 - 11:30 General Session — Crystal Ballroom #1 & #2

The Beatings Will Continue Until Morale Improves and *Dealing With Effective Counseling Across Cultures*
Terry Tafoya, Ph. D., Executive Director, Tamanawit Unltd.
"This presentation will focus on specific and concrete techniques and approaches in work with ethnically diverse communities, utilizing Systemic Family Therapy approaches. Working with traditional Native American legends and extensive slides, participants will explore the power of paradox, systems analysis, and issues of logical typing, in helping clients and patients in altering behavioral patterns.

Objectives: Participants will be able to:
1) Understand Paradoxical Intervention
2) List at least three different approaches to symptom prescription
3) Generate "micro-maps" in beginning system analysis
4) Discuss Whitehead and Russell's logical typing and its influence in working with clients and patients.

11:30 - 12:30 Lunch — Crystal Ballroom #3

12:30 - 2:15 General Session — Crystal Ballroom #1 & #2 Terry Tafoya

2:15 - 2:30 Break

2:30 - 5:00 Sectionals

#1 Clearwater Room C
Secondary Cadre Chairs; Data Disaggregation Workshop
Mary Thompson-Wichita/Barbara Bitters, DPI

2:30 - 4:00 #2 A Crystal Ballroom #1
Rehearsing the Choir: Communicating Across Cultures
Dr. Grace Davis, Program Counselor Waukesha Co. Tech College
Debbie Wallendal, Diversity/E.O. Coordinator WCTC
"Professionals who work in the areas of affirmative action and equal opportunity have the responsibility to work for equal and fair access for all. It is important to remember; however, that even the "choir" needs rehearsing sometimes in order to be effective service providers. This interactive workshop is designed to create an awareness of one's own cultural background and to understand how that basic foundation impacts our daily interactions and communication with people from other cultures."

4:00 - 5:00 #2 B Crystal Ballroom #1
Perkins Measure 4: Nontraditional Student Enrollment & Graduation Rates
Post Secondary Equity Staff
Frances Johnson, WTCSB

March 26, 1999

SPRING CADRE MEETING
Ramada Inn, Eau Claire
April 13 - 15, 1999

Thursday, April 15, 1999

8:00 - 8:30	Coffee/Rolls/Networking	
8:30 - 9:00	Announcements	
9:00 - 11:30	General Session	Crystal Ballroom #1 & #2 *Slaying the Dragon and Other Myth-takes of Human Sexuality* Terry Tafoya, Ph. D., Tamanawit Unltd. "Utilizing a base of Native American storytelling, and humorous slides, this presentation will examine historical and contemporary concerns of sexuality and the resulting impact on HIV and substance abuse issues." Objectives: 1) Participants will be able to explain the statement, "The problem contains the solution," within a systems approach. 2) Participants will be able to list at least three different ways in which stories affect concepts of sexuality.
11:30 - 12:30	Lunch	Four Sessions Room #2 & #3
12:30 - 3:00 (Break Included)	General Session	Crystal Ballroom #1 & #2 *Rites of Passage: Passage of Rights* Terry Tafoya, Ph. D., Tamanawit Unltd. "This workshop will closely examine the major transition points of life from a male perspective, utilizing Native American traditions and storytelling as a touchstone for understanding the psycho-social needs for community recognition and validation of change. Participants should be prepared for a strongly interactive model of exploring men's issues in security and passing on the rights and privileges of maturity. All participants are required to bring with them a story to share; whether in the form of a fairy tale, a poem, a summary of a short story, or a personal experience; that is felt to be of significance to the participant."
3:00	Adjourn	

1998-99 Wisconsin Vocational Equity Leadership Cadre Spring Meeting
Feedback Form

Please check the categories that apply to you

1) Level working at:	2) Major Responsibility/Interest:	3) Attended:
___ K-12	___ Single Parent/Displaced Homemaker	___ Day 1
___ Post-Secondary	___ Equity/Multicultural	___ Day 2
___ Other:_____	___ Other:_____	___ Day 3
___ Omit	___ Omit	___ Omit

Please complete the following questions by giving your frank opinions and reactions

* Scale of 3		Yes	Somewhat	No
4) Workshop topics and materials were relevant to you.	(3.00)	3	2	1
5) The training was useful to your work, meeting your needs.	(3.00)	3	2	1
6) The ideas and concepts can be immediately integrated into your work.	(2.78)	3	2	1
7) The presentations were effective in getting ideas across to you.	(2.87)	3	2	1
8) There was enough opportunity for questions and discussion.	(2.52)	3	2	1

9) What was the MOST HELPFUL information for you?

(On attached)

10) What was the LEAST HELPFUL information for you?

11) Other thoughts you would like to share…

12) What assistance would you like in the future as you continue to develop your program?

*Scale of 5

		Excellent		OK		Poor
13) How would you rate the overall training?	(4.62)	5	4	3	2	1

Please rate the following:

14) Workshop Correspondence	(4.40)	5	4	3	2	1
15) Meeting Facilities	(4.48)	5	4	3	2	1
16) Meals and Breaks	(4.05)	5	4	3	2	1
17) Handouts and Materials	(4.33)	5	4	3	2	1
18) Rooms	(4.37)	5	4	3	2	1

Name (optional, but helpful)_____

1999 Spring Cadre Feedback Comments

1. **Level working at/Other:**
   - *Organizations & business
   - *Americorps member
   - *Y.E.S. Americorps member
   - *CESA
   - *DPI

2. **Major responsibility/interest/Other:**
   - *Eisenhower/ECE
   - *Transgender, Sexual orientation issues
   - *Teen Single Parents
   - *NTO

4. **Workshop topics and materials were relevant to you.**
   - *Excellent, the best absolutely!

7. **The presentations were effective in getting ideas across to you.**
   - *Wonderful

9. **What was the MOST HELPFUL information for you?**
   - *Grace Davis was wonderful?
   - *Terry Tafoya was so in touch with what was needed. Super speaker.
   - *The integration of psychology, systems theory & equity work.
   - *Two outstanding presenters! Camille & Terry. Some of the best I have heard out of 5 cadre conferences.
   - *Why do 2 info sessions have to be at end of day? They could have occurred Tues. A.M. Then people's info & questions would have been addressed first. That is what is utmost on attendee's minds.
   - *The example of paradoxical interventions.
   - *The story telling/fables.
   - *This was an excellent conference. Absolutely one of the best I have ever attended in 30 years human service.
   - *Terry Tafoya-what can one say about this Man & what he shares. Thank you for bringing him before our group. What a wonderful way to go out....Beyond?!
   - *Terry Tafoya was excellent.
   - *Thanks for CESA coordinator meeting on disaggregation data. It was a good meeting!
   - *Terry Tafoya was excellent. Gave me lots to think about, take back & process.
   - *Also loved the session on change.
   - *Terry's presentations and teen parent sharing time! Thanks.
   - *Everything, this was one of, if not the best conferences I've attended.
   - *The disaggragated data workshop great!
   - *Presentations by Camille – so much of what she presented, "hit home"!
   - *Terry – not only knowledge –wisdom!
   - *Day 2's presentations & day 3's afternoon.
   - *Maurice because it dealt with an immediate issue, the immenece of change.
   - *Any & all information Terry Tafayo gave.
   - *This was by far the best Cadre meeting we have had. Terry was a wonderful speaker.

10. **What was the LEAST HELPFUL information for you?**
    - *NA
    - *Tuesday A.M. presentation w/n session way too long & strung out.
    - *Rehearsing the Choir" topic good, but I dislike having videos. I can watch those shows on own time if I find them important. I prefer interaction.
    - *All helpful, just too much all at once.
    - *Nothing
    - *N/A All info, presentations are & will be useful!
    - *Nothing
    - *N/A

*The sexual issues were interesting, but I thought we'd look at issues from a more current perspective vs. historical.
*Nothing

11. Other thoughts you would like to share...

*Too bad this group is breaking up! Great people doing great work.
*I love listening to Terry Tafoya & always learn so much. Sometimes I couldn't understand everything he said.
*Have enjoyed having my expertise and education enlarged by Cadre experience and Cadre Members from other technical colleges. Have learned much from them.
*Way too much lecturing-not enough discussion, interaction.
*Would be great to be able to continue to keep this Cadre together!? An effective connection created has worked. Seems now we all need the strength of "the group" to remain!
*Consider calling a meeting for all next fall on a cost basis & see who shows. A good program (1day) will still bring us together!
*Any opportunity to expand one's knowledge/sensitivity base is valuable!
*Just thank you!
*The Cadre has been a wonderful professional and personal experience in meeting others, networking and gaining useful & instructional material.
*This really helped reinforce, re-energize and support what I do. It also gave me some new insights and way to see things.

12. What assistance would you like in the future as you continue to develop your program?

*Website
*Listserve
*Bring in speakers-cultural interactions
*All of the issues discussed would be helpful to AmeriCorps.
*Student retention issues (It's the only one in the US). We need an annual conference on Retention in the Midwest. I've attended an Indian Retention Conference for 4 years in Arizona.
*?
*More $
*Funding
*We probably will not have funding for a program.

15. Meeting Facilities

*But Eau Claire is quite a distance.

16. Meals and Breaks

*Need to ask for caffine-free diet sodas too, please, as caffine feeds some breast cancers & breast cancer is becoming more common.

18. Rooms

*NA
*Drove each day.
*Perfect

Appendix C

Skills For Living Well

Information Flyer

Registration Letter

Registration Forms

Agenda

Evaluations

Skills For Living Well

Relationship Skills for a Lifetime

§§§

Date: February 10, 1999

To: Participants interested in "Skills for Living" class

From: Lorayne Baldus, Equity Project Director, UW-Stout

Subject: Final Registration and Information

The class, "Skills For Living," to be taught by Marline Pearson, has been scheduled for May 11-12, 1999. You responded to the initial inquiry by asking either to be registered, or indicating that you were interested, and to keep you informed. If you stated that you wanted to attend the class, you have been registered. (Although I do want to hear from you, just once more!) Those indicating interest will need to tell me whether or not you plan to attend. A second registration form is attached and I would ask that you fill in your name, check the appropriate box so that we have a firm count for the workshop, and indicate if you are interested in taking the class for credit.

You will note there is also a place on the form to indicate the nature of the clientele with whom you work. Marline would like to know if you are teachers, counselors, etc., and if you work with adults, college age people, or high school students. She has also asked how you reach your clients, i.e., teaching a class, workshop, or one-on-one counseling. The class will follow along the format of PREP for adults; however, she does have a curriculum for high school students. Marline wants this to be useful to you, so it would be most helpful if you would give us that information. I will work with her to tailor this class to your needs.

Marline has also recommended you buy a book, "Fighting for Your Marriage," and read it prior to coming. If you are interested, it is available from PREP, 1-800-366-0166, for $20.00 including postage.

Also enclosed are a tentative agenda, a reservation form for lodging, and a map to Wagon Trail Resort. You will be making your own reservations for this workshop. Please note; the **rooms will be held until April 11, 1999**. Continental breakfasts and lunch will be provided through project funds. Lunch will be buffet style; therefore, vegetarian meals will be available. You will be responsible for your lodging and evening meals.

It should be a great week and, hopefully, the weather will be very nice at that time. We look forward to working with you and to a great session. Thanks for your prompt response.

"Skills for Living" Work Roles

Information about your work role/clients:

- I worked with primarily college aged students/participants, but also work with high school teen single parents.
- I work in student services at FVTC and as part of the Women's Educational Bureau teach the Starting Point Workshop for single parents and displaced homemakers. I also work one-on-one with other adults as advisor on call.
- I work with special populations- minorities, single parents, displaced homemakers, disadvantaged, and men & women seeking nontraditional employment to help them do career planning, complete school, and obtain employment.
- Single parents, displaced homemakers, case management, class/workshop instruction – helping them to get better jobs or get into school.
- I work with high school students and adults-teen single parents and students with disabilities transitioning them into college. The adults are divorced or single parents wanting to return to school. I meet with the high school student during a group meeting or a one-on-one. The others are all private appointments.
- I work with teens and their families through the West Allis School Age Parent Program. I provide health education, counseling, and assistance with social service concerns.
- Provide technical assistance as grant management to representatives at 16 technical colleges to promote higher education. Clients include staff, faculty, and administration.
- Coordinate and deliver career planning services including instruction and one-on-one services. Will be providing retention and case management services to displaced homemakers, single parents, and students who are in programs nontraditional for their gender.
- Teach classes, one-to-one counseling, groups.
- I receive calls and in-person of our clients in distress or needing help and need to help or direct them further. I need really good listening skills.
- I work with young single mothers who have left high school without graduating. Ages between 19-29. They face multiple challenges such as learning disabilities, health issues, and some have history of abuse.
- I coordinate a program for teen parents in the Appleton School District. I work one-on-one and teach a parenting class.
- Anyone from the district's communities who wants to and/or has to make changes in their lives comes to FVTC to sort things out.
- Single parents/displaced homemakers.
- Work with school age parents. Assist with day care, graduation, etc.
- I am coordinator of Teen Parent Program. Work w/ high school youth and also those working towards GED, HSED. I meet individually w/ people once a week and we also have monthly workshops as a group. (I am interested in the curriculum you mentioned you have for high school.)
- Dislocated workers, JTPA clients, students in non-traditional occupations, single parents/displaced homemakers, general career counseling at a technical college.
- Case management for single parents and displaced homemakers.
- I work with adults, college age students, and high school students, single parents, dislocated homemakers, non-traditional students, etc. Career counseling at FVTC.

- I facilitate Single Parent Displaced Homemaker and Career Transition Workshops. I also meet with clients on an individual basis to provide career and occasionally personal counseling.
- I am the counselor that works with pregnant and parenting teens and those who have related issues such as adoption & miscarriage, many of whom are involved in unhealthy relationships.
- Various-teaching a class, workshops, one-on-one counseling (all adults).
- I serve single parents and displaced homemakers in the technical college. I teach pre-enrollment workshops including career planning and personal enrichment. I also serve as a case manager to these women.
- I work with administrators and instructors in a wide variety of programs.
- Teen parents at North High. Adult students a Lakeland College.

TENTATIVE AGENDA

"Skills for Living"

Marline Pearson, Madison Area Technical College
May 11 - 12, 1999
Wagon Trail Resort
Rowley's Bay, WI 54210

May 11, 1999

7:30 - 8:30 Registration and Continental Breakfast
8:30 - 12:00 *Communication and Handling Conflict:*
Identification of danger signs in personal interaction;
Male/female differences in handling conflict
12:00 - 1:00 Lunch
1:00 - 2:30 *Communicating Clearly and Safely:*
Skills and rules for handling conflict
Effective ways to deal with "hidden issues."
Filters surrounding perceptions
2:30 - 2:45 Break
2:45 - 4:00 *"Problem Solving"*

May 12

7:30 - 8:30 Registration and Continental Breakfast
8:30 - 12:00 *"Dealing With Core Issues:"*
Clarifying Expectations
Forgiveness
Commitment
12:00 - 1:00 Lunch
*1:00 - 4:00 *"Building the Positives - Enhancement:"*
Fun
Friendship
Core Beliefs

*Includes break
4:00 PM. Adjourn

"Skills for Living Well"
Marline Pearson, Presenter
Wagon Trail Resort & Conference Center, Door County
May 11-12, 1999

*Scale of 5 Evaluation

1. The program was well paced within the allotted time. (4.36)

   Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

2. I would recommend this training to other workers. (4.69)

   Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

3. Based on your job functions, will you be able to apply the content and techniques presented? (4.32)

   Completely _____ Substantially _____ Partially _____ Limited _____ Not At All _____

Please evaluate the usefulness of the following training methods:

	Very Useful	Considerably Useful	Useful	Somewhat Useful	Not Useful
4. Lecture Material (4.75)					
5. Handouts (4.69)					
6. Audio-Visual Materials (4.65)					

7. How will you use the information, skills, and knowledges from this workshop in your work?

(On attached)

8. How much was new information/experience?

(over please)

"Skills For Living Well" Workshop
May 11-12, 1999
Evaluation Comments

7. How will you use the information, skills, and knowledges from this workshop in your work?

- In my personal relationships
- With teen parents in our School Age Parent program
- In the classroom, with my husband and I will make a concerted effort to try these techniques with my children.
- Not only will I be able to help my students have better communication and relationship skills with their partners, but also with parents and their teachers.
- I plan to do a PREP workshop through the Women's Development Center.
- As reference material.
- Much of this material will be utilized to family issues. Working in a hospital setting, I will also be able to use their techniques with my therapists (PT, OT, and speech).
- I plan on using this info in my class & teach a prep-based curriculum. I also want to work on my communication skills with my husband since we often use withdrawal & avoidance.
- I have been using these techniques/theories for 20 years in my practice & my personal life and I will continue.
- I would like to incorporate the information presented on good communication & relationships with my already existing parenting class. I also will use the information as I talk with many students on a one-to-one basis. Many times students talk to me about relationships so the info will be valuable. I also would like to introduce this material as info for teen parents to have with their communication with their child. I may also want to present this as a workshop for teen parents. I am going to look at the book-"Loving Well" as an independent study-English class.
- Will be used in SP & DH curriculum. Will be used in support group activities.
- I will birth the course and try to offer it for a credit or 2 on our campus. I will also use in my relationship with my husband of 25 years! I also will use with our children 21 & 17.
- Some can be applied to communication issues with team I work with. Also, looking to develop a statewide program for Special Pops and maybe this should be a required component of the program!
- I will use content to deal with a new personnel assignment which is a rocky situation to say the least. Material was absolutely time for tools. Our Center could offer to the community through evening professional development days for college in-service training.
- I plan to use this info with co-workers and customer. Our customers are student at our technical college who have problems financially and getting registered for classes. I also plan to implement it with my family. Since I am a secretary, this training will help me serve and understand my co-workers better when they implement it for student success initiative.
- I will use the information in my personal life, but also plan to use in career-working with Financial Aid Advisement, workshops, staff in-service, professional development.

- Working with displaced homemakers, helping them to work on their relationships. Working in my own family with our issues. Working with co-workers. Working in the Student Success Class that Professional Development Days at our college (WWTC).
- Discussing concerns more effectively w/clients. I am especially going to try a lot at home. Family meetings/gender roles/speaker-listener techniques.
- Set up a class at FVTC & in my personal life
- I will use this information on a personal and professional level. I plan (hope) to teach this as PREP. I also see the possibility of incorporating pieces in to my current workshop. (Can also use in my church).
- I will use the information both personally and professionally, in dealing with relationship building. Specific to work (in working with single parents, displaced parents and clients who are experiencing difficulties in their marriages, partnerships, etc.)
- In workshops, non-credit & possibly credit courses to enhance & strengthen personal and professional relationships.
- I will certainly incorporate as much information as I can. I anticipate that may be a lot. Seems like it would be a good program to offer at my church as you do. I will also use some of it in my workshops w/single parents & displaced homemakers. It may also be offered as a separate offering when people complete workshops.
- Present the material in smaller chunks to clients and practice principles in difficult case management situations.
- Training of workforce & church groups. Our workforce has no onsite conflict resolution resource. There's a multitude of employee-employee; employee-supervisor communication difficulties. Many employees also come to EAP to talk about their troubles in relationships & with children. This will be a great tool for me professionally and personally.
- I will use it in my personal life and in working with my teenage parents regarding finding, maintaining and building healthy strong relationships.
- I'll share it with my colleagues because none are here. I'll use it with my counseling clients. I'll present it as a unit in the classes I teach.
- Use "the floor" in my family-in our interactions, offer a Loving Well program at our tech college, market the value of relationship training to students at our tech college, explore the possibility of offering a Loving Well program for teens and one for college age students at our church.
- Will be incorporated into the SAPAP curriculum in my building when health, relationships and communication skills are discussed.
- This information will be extremely useful as I work with the teen parents on healthy relationships and building communication skills. It's great stuff that they will be able to understand. With practice, I hope, they will have a grasp of the skills for building good love and knowing when it's bad love.
- Undecided today
- Teach classes for couples, gay & lesbian, parents/teens, pre-marriage counseling
- In counseling, in the classroom with students in Psychology course, possibly developing a course (1cr.)
- To present training issues on "conflict" to NTO students-useful in gender equity.

- Community training i.e. church w/parenting class, inter-faith group, perhaps VATE class. Could be used with new retiring couples for the purpose of reconnecting or refocusing.
- Not part of educational system
- I will use it personally with my family and are planning to teach workshops on this topic w/in my job. I will also integrate this info into the stuff I cover w/teen parents on relationships.

8. How much was new information/experience?

- 60% also new perspective on material I was previously familiar with
- Very useful
- The entire training was actually new & provided useful information, or if I already had ideas about issues presented, I was seeing it in a new light-A different perspective or way of thinking.
- Not too much new in ideas about validation and issues but very new practical skills.
- Some I knew, but needed to hear again all put together like this.
- All of this information that is available. What was really a "turn on" was revisiting it so that we can practice it more regularly.
- Much was new/some review, but excellent.
- None
- Some of the concepts of listening & re-phasing was familiar to me but presented in a new way that was much more useful.
- Presented in a new format – refreshing!
- Most of it was new to me.
- Excellent job!
- 60%
- Alot
- Most of it was new
- Some-some also refresh from social work program at UWL
- Most of it
- All of it. It was the best life skill thing I have ever gone to.
- Not new info, but a different twist on how to use it.
- I have been using most of these skills to a great degree over the years. (I am married for 33 years & have been teaching adults for the past 15 years). This affirms again the many benefits of positive conflict management. An excellent review & as always new ideas at deeper levels. Good stuff.
- Experience great. Some stuff new, but the fact that it is so down to earth, easy to teach to others, practical and realistic. We all can benefit from PREP. Having this information 6-7 years may have prevented me from going through a very painful divorce. Thank you, because now I have the information. It's never too late.
- Almost all was new info
- I have had lots of active listening experience, but there is always a need for reinforcement. Also the examples & exercises were new.
- None of the info was new just re-titled. It was still helpful to reaffirm principles and practices.

- I just attend Marline's class at MATC, but this class appeared to be much more interactive where the tools were discussed and practiced more. I also heard info from others & Marline that solidified what I had learned before.
- I had read the book and most of the material presented set it in place as to what it all meant and how it fit.
- None of it was brand new, but the way it was presented was.
- Not very much really, although I like the packaging and activities suggested.
- General overview of things already learned, but a very good review w/attention paid to specifics.
- Much-danger signs, filters, differences in male/female/conflict, speaker/listener techniques, hidden issues
- 85%
- None new, just different packaging. *Why is this the one day training when it represents 8:30-4:30 (Thurs) and 8:00-? That's more than 6 hrs.-like 12 hr.
- Basically, the info was previously learned however; it is packaged differently and is more accessible.
- Not much, but presented in a different way
- Approx. 25% however, the approach was different; refresher course; very good.
- Lots of new stuff for me. I especially appreciated the "hands-on-" ideas to do.

9. What was most helpful?

- Teen curriculum
- PREP info
- The possible application for use with teen parents and their parents, teachers, and partners.
- Speaker- listener technique
- Discussions lecture, role-playing.
- Discussion and handouts
- The communication technique, speaker/listener, the resources, books "Fighting for Your Marriage".
- Speaker/Listener techniques
- Speaker/listener technique
- Things to do with your significant other
- The most important thing to me was the skills presented are truly life skills to be used at work and at home. This is so exciting to me to have new skills to share with my college students, teen parents, etc.
- All of this very important.
- Speaker/listener technique
- Male/female differences with conflict
- The 5/1 ration
- Speaker/listener technique
- The great, well organized handouts
- The videos
- Liked the video tapes-great help, also the music and handouts.
- This whole curriculum was very helpful for me personally and professionally.
- How to complain well, I can see how problems get solved better this way.
- Videos, speaker/listener, role-play

- Very organized & clear. Well presented. Outline very helpful. Handouts great. Resources excellent. Nice balance of interaction with lecture.
- All of what was taught, but especially that problems can be worked out. There is hope. Speaker/listener techniques, listening.
- Learning about hidden issues (the light bulb went off).
- Actual program materials, discussion, activities, "The Credit"-so reasonable.
- Simplicity in presentation of concepts to increase communication effectiveness.
- I liked to hear of Marline's personal experiences, challenges, & solutions.
- Confirmation that I was on the right track with what I was already doing.
- Marline's wonderful presenter of the material, as well as the material itself.
- Specific techniques
- Speaker listener, hidden issues
- Handouts, video clips, group activities with speaker/listener
- Some communication/listening techniques
- Handouts; book; note taking handout or guided note taking; videos, cartoons, music; renewing connections with other professionals.
- Listening/speaker techniques
- Underlying issues behind what we argue about.

10. What was least helpful?

- ?
- The friendship area, as I feel it is an important piece, but it did not apply to my personal relationship with my partner. I found that our friendship has grown, or the concepts is completely opposite of what we were taught.
- It was all helpful.
- Everything was well done!
- None
- The continuous reference to "research shows". Research can show anything you want it to.
- ?
- Nothing
- Couldn't sort out the words in music played
- The side conversation of the table in the corner. It was extremely distracting and annoying and rude to the presenter as well as to those of us who really wanted to listen and learn this stuff.
- N/A
- N/A
- Everything was helpful
- Music clips while we're concentrating on other matters. Perhaps use it with stretch or exercise breaks.
- Not having enough copies of all the handouts
- Music a little too loud
- The presenter used too many personal reflections for illustrations
- Fun-couple activities (for my particular projects) Also I felt a little lost without previous explanation of timeline-training expectations

- Sitting so long
- Music-having list and words of songs might have been useful not critical need.

11. Comment on meeting management (correspondence, materials, presenter, facilities, etc.)

- Excellent
- Wonderful meeting place
- I needed to eat less & move around (walk) more!
- The facility was wonderful and Door County is a beautiful setting. There was enough self-explanatory correspondence & materials and the presenter was well prepared as well as personable & motivating. She has excellent common sense ideas and for a change, this conference allowed enough time for talk time & questions.
- Well managed in almost areas, presenter needed to follow more of a scheduled break plan and needed to pull therapists and others who kept pulling in other theories back on track.
- Very knowledge, experienced presenter.
- Excellent! Well presented.
- No problem-great food-great location
- The facility is wonderful!
- Nice setting
- Very good job Lolly!
- Excellent resources. I read all the handouts. For the first time I read the materials the evening I received them.
- Good presenter, nice setting, room temperature was good. I was somewhat disappointed with the food.
- Very good
- The presenter was very well organized and prepared compared to when I was her in Fall '98 –Green Lake, WI.
- All was great. One most bothersome thing, constant conversation at one table was very disruptive to the rest of us who were trying to listen.
- Very well planned
- Everything was great
- Excellent
- Excellent correspondence, complete materials, Presenter did a great job, very thorough...practiced with us what she put forward. Appreciate personal stories making skills application real.
- Excellent-beautiful environment/setting. Marline was helpful in every way, ie. educate us, get us phone numbers, books, etc.
- Great location, should have had more books available for purchase, food was great.
- I did not get copy of original agenda, but I think that was a slip up at my work site. Facilities were very nice (as usual). Presenter is so dynamic & obviously very interested and enthusiastic about the material.
- Facilities-dandy, materials-plenty of written support materials, presenter-articulate, correspondence-advance notice of product availability & cost for credit
- Great! Everything.
- Fine-very conducive to learning
- Excellent as always

- Much too far to drive and discourages networking between people on the West side of the state because most are unable to attend.
- Consistent breaks, it's a lot of stuff , nice facility
- All was fine
- Excellent
- Meeting management was fine, very timely. However, the location was a long way for a lot of people.
- OK in someways; I felt it could have been more concise in someways, yet the info was good.
- Good, was a little unclear about source of funding and credit options
- Great

12. Other comments:

- Great presenter-amazed at your energy level! I appreciate your sharing info., materials, stories!
- Marline does tend to go on a bit long between breaks and when rapping it up at the end of the day. I heard a number of people comment on this and because most of us are not sitters, this becomes both frustrating & difficult. Spend less time on each point or simply allow for more short breaks.
- I loved this.
- Really appreciate the willingness of Marline to copy her own information.
- Great conference.
- I loved it!
- I will use this in several ways. In cooperate in my student success course. I want to birth a course and offer for credit at our college. I anticipate using as much as I can particularly the speaker/listener technique in my communications works shops with single parents, at-risk teen parents. I also see I can teach these skills to women in non-traditional fields to help then deal with sexual harassment issues. (Speaker listener technique particular will work here). I also will use this with my single parent support group.
- At times the second day seemed rushed also, needed more breaks in the first day.
- Really appreciated this, a means for those who have labored in single parent trenches for almost 2 decades of trench work = transition skills for what's next.
- I appreciated attending this training so very much. Thank you!
- Thanks so much to Lolly for processing the graduate credit and all her efforts to organize this event!
- Great job
- Great speaker/very enthusiastic
- Wagon Trail great place to gather-environment conducive to learning, food great, room pleasant. All around very positive experience.
- Wonderful facility-promotes peace & well-being.
- Thank you
- I loved the program and learned so much (useful material) that I will use in my own life and pass on to the clients that I work with.
- Music was played too loudly, room was too cold

- Food was great as was opportunity to get together with people who do what I do. Support, information, etc., is so important
- Pace could be kinder to bladders. A few more regular breaks. Housekeeping rules. More participation exercises for practice. Speaker delivers powerful info extremely quickly without much time for incorporation before moving on. I felt exhausted at the end of Day 1. Day 2 felt stuffed requiring speaker to continue delivering info extremely fast.
- Have more of this type of education.
- Thanks so much, Lolly, Fran, Barb, for providing this workshop & the credit in this wonderful place. You'll be missed next year & into the future, very much.
- The facilitator needed a bell or other device to get our attention.
- Too far to drive. Will be useful in my 31 year marriage that has a history of repeated issues.
- Really appreciate being able to earn a college credit for this. Thanks Lolly.
- Thanks for your energy!
- Wonderful location-Thank you! Perhaps 1st day could have ended at 1 or 2 to allow for shopping or recreation resuming after dinner 7 to 9 or something like that. Food and accommodations terrific.
- Please use children, teens, etc. not kids
- Also as a constructive comment eliminate the phrase "so anyway"... was distracting.
- Could have benefited from more interaction.
- Apply content? Hopefully in the public sector.
- Energetic session w/ lots of good information.
- I think it is important to be conscious of language when presenting to include same-sex relationships. Done well and I would encourage continuing to be thinking about this to make most effective presentation to all.
- I certainly appreciated this training and am looking forward to implementing it into our workshops. Again thank you for providing such a valuable tool for our personal and professional life.

Appendix D

Career Challenge

Information Flyer

Registration Letter

Registration Forms

Photo Release Form
Full Value Contract
Risk Profile
Guidelines for Goal Setting
Personal Goal Setting & Action Plan

Photographs

Participant List

Career Challenge Curriculum

Career Challenge Facilitator Training

November 2 – 6, 1998

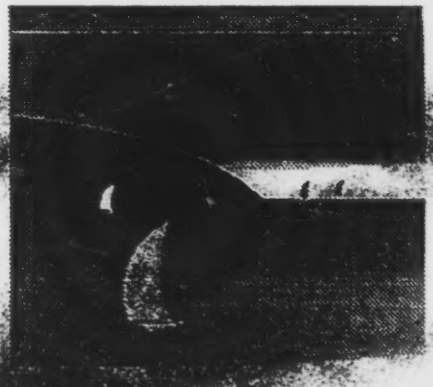
A workshop for counselors, group facilitators and instructors who work with students or clients who would benefit from improved skills in the areas of:

- Team Work
- Goal–Setting
- Self -Confidence
- Effective Communication
- Risk-Taking
- Problem-Solving
- Trust-Building

Dates	Times
November 2	1:00 – 5:00 p.m.
November 3,4,5	9:00 - 4:00 p.m.
November 6	9:00 – 12: 00 Noon

BLACKHAWK TECHNICAL COLLEGE
Janesville, WI

All in an atmosphere of humor and fun. The workshop includes an outdoor adventure at a "Ropes Course", in Lake Geneva.



For more information contact:
Lorayne Baldus
U.W. Stout
e-mail: baldusl@uwstout.edu
Phone: 715-232-1395

Co-facilitators will be Karen Showers
(608) 757-7656 and Mary Jo Coffee
(414) 691-5446

FUNDING IS PROVIDED FOR REGISTRATION AND MEALS. Transportation and evening meals would need to be paid for by individual projects.

BEST COPY AVAILABLE

CVTAE **Memo**

To: Career Challenge Participants
From: Lorayne Baldus
cc: Mary Jo Coffee, Karen Showers
Date: Thursday, May 07, 1998

Subject: Training Information and Forms

The career challenge workshop will be held at Blackhawk Technical College, June 15-19. The meeting will begin Monday noon with lunch and end on Friday following lunch. The whole week is "fun and games" so dress casually. Of course, the fun and games will really teach you something. All of those who have been through this training have found it to be a very powerful experience.

The Holiday Inn Express has agreed to hold a block of rooms until May, 31 at state rates of $50 for a single and $56 for a double. Directions to the hotel will be given to you by Karen at the end of your first day.

Enclosed you will find several forms to be returned to Karen in the self-enclosed envelope, and other materials for you to consider and complete prior to coming to the workshop. The forms to be returned to Karen are:

- Health and Release Form, Snake Road Adventure Center
- Photo Release Form

The materials to be previewed and completed prior to the workshop are:

- Full Value Contract
- Risk Profile
- Guidelines for Goal Setting
- Personal Goal Setting and Action Plan

The other materials enclosed are:

- Map to Blackhawk Technical College and campus
- Holiday Inn Express brochure

Please return the material to Karen Showers promptly. We look forward to working with you

UW Stout
HC 103 1st Ave. W.
Menomonie, WI 54751
715/232 1395
715 232 1985 Fax
E mail: Baldusl@UWStout.edu

FULL VALUE CONTRACT

When working in groups, it is helpful to have members agree to certain guidelines. This agreement forms the basis for group interactions, and leads to the development of a supportive environment for learning and personal growth.

The **Full Value Contract** asks for the following commitments from all group members:

1. **To participate as a group member in the group process.**
Each member is expected to take part in and support the goal setting and goal review process, for both individual and group goals, and to encourage all members in achieving their goals.

2. **To adhere to physical and psychological safety guidelines.**
Guidelines are discussed and agreed upon by the group as a part of the group process.

3. **To give and receive honest feedback.**
Giving honest feedback involves caring enough about oneself and others to communicate in a constructive manner that facilitates growth. Each group member agrees to listen to and accept honest feedback about her behavior, and to give honest feedback to others.

4. **To increase awareness of devaluing or discounting oneself and others and to make an effort to confront and change this behavior.**
Personal growth must take place in an honest, supportive atmosphere. Self examination can take place in a setting of mutual respect and acceptance among peers.

5. **To make an effort to "let go" of negative interpersonal issues that may have developed as a result of group feedback.**
At times the intensity of group and individual interactions, though leading to resolution and change, leave unresolved interpersonal issues. "Letting go" provides everyone with a fresh new start.

I, (print name) _____ have read and agree to the above Full Value Contract on this date _____
Signed _____

By J. Schoel, D. Prouty, P. Radcliffe. Hamilton MA: Project Adventure, 1988.

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Career Challenge Workshop
Photo and Video Release Form

.I understand that pictures and or videos may be taken during the Career Challenge Workshop.

I grant my permission to the workshop facilitators and UW-Stout the right to use, reproduce, assign and/or distribute photographs, films, videotapes and sound recordings of myself, for use in materials they may create for promotions or informational reasons.

Participant's
Signature_____Date_____

I do **not** grant permission to the workshop facilitators and UW-Stout the right to use, reproduce, assign and/or distribute photographs, films, videotapes and sound recordings of myself, for use in materials they may create for promotions or informational reasons.

Participant's
Signature_____Date_____

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715/232 1395
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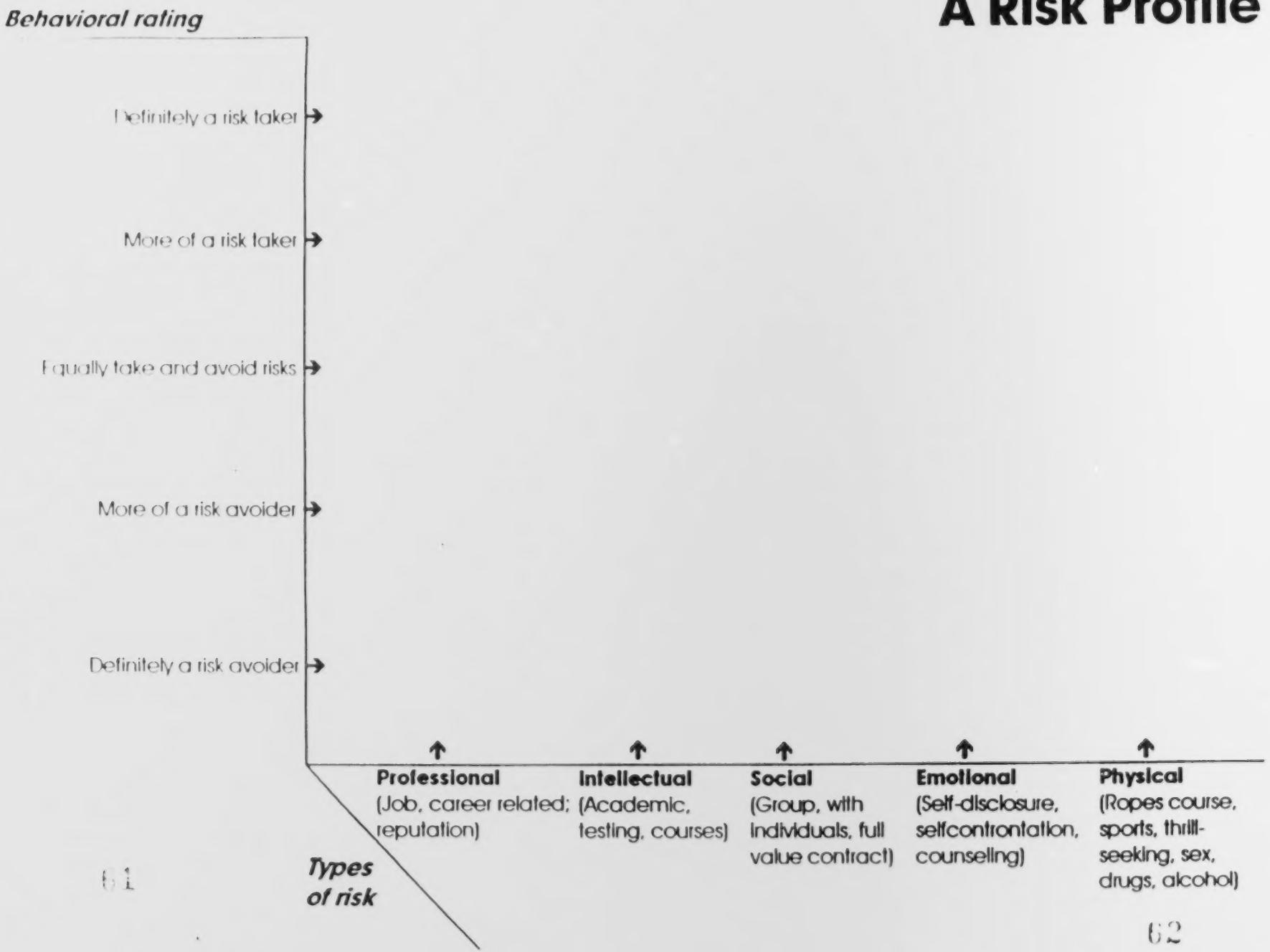
A Risk Profile


Behavioral rating
Definitely a risk taker
More of a risk taker
Equally take and avoid risks
More of a risk avoider
Definitely a risk avoider
Professional (Job, career related; reputation)
Intellectual (Academic, testing, courses)
Social (Group, with individuals, full value contract)
Emotional (Self-disclosure, selfconfrontation, counselling)
Physical (Ropes course, sports, thrill-seeking, sex, drugs, alcohol)
Types of risk

Guidelines for Goal Setting

The goal setting process can be valuable if the goals are meaningful and realizable. Effective goals - those that are meaningful and realizable - can be set by following certain guidelines. As you prepare to establish goals for yourself, make sure that they are:

- **Conceivable** -- Can you visualize the goal and identify clearly what the first step will be.

- **Believable** -- Is your goal consistent with your personal value system and/or family and community culture? Do you believe that you can achieve this goal?

- **Achievable** -- Is the goal something that you can accomplish? Do your strengths and abilities support your goal? Are you depending on other people or outside resources to support your efforts? If so, is that realistic?

- **Desirable** -- Is your goal something that you really want to do, rather than something you feel you should do? You will be highly motivated to accomplish something that you want to do, and the achievement will be genuinely rewarding.

- **Growth facilitating** -- How will you benefit from achieving your goal? In what ways will this achievement lead to personal growth and/or positive change?

- **Stated with no alternative** -- Do you have one goal established, or are you considering some alternatives? It is more effective to start with a single goal. If you need to change it as you go along, start again with a clearly stated single goal.

- **Measurable** -- Is your goal stated so that it is measurable in time and quantity? For example, suppose your goal is to walk three miles four times a week. This is measurable. At the end of a week you will know if you have accomplished this goal. You will also know if and how you need to revise the goal.

Goal setting can be done in pairs, small teams, and in a group setting. Sharing goals with another person or persons and giving and receiving feedback is a constructive way to evaluate goals.

From: **Islands of Healing**, by J. Schoel, D. Prouty, P. Radcliffe. Hamilton, MA: Project Adventure, 1988.

Personal Goal Setting and Action Plan

Your Name: _____

What I want to accomplish? (your goals) **Intellectual**	**What I need to do to accomplish it?** (What actions are you willing to take?)	**What resources will help me? - people, info., other resources.** (What support do you need from others in the group?)	**How will I know if I accomplished it?** (How do you kno if you are reaching your goa What will be your criteria for measurement?)

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Career Challenge
Blackhawk Technical College-Janesville, WI
November 2-6, 1998

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Career Challenge Workshop

Career Challenge, a career exploration workshop for women, is a counseling program adapted from the Adventure Based Counseling Model developed by Project Adventure, Inc. It is based on a combination of experiential learning, outdoor education, and group counseling techniques, and has been adapted for use with a variety of client groups. Career Challenge has been developed for use in reentry programs that focus on recruiting women into the nontraditional technical and trade occupations.

A. Objectives

Participants completing this workshop will be able to incorporate the following strategies into current equity programs:

- Trust building activities involving physical safety skills
- Goal setting to establish realistic levels of challenge
- Group problem solving
- Peak experiences from successful risk taking and problem solving
- Challenge/stress activities
- Humor/fun to release stress and tension of challenges
- Ritual and ceremony to create an environment in which group process becomes an element in growth and change.

B Evaluation

The participants will, as a result of the training, be able to incorporate the strategies learned into current programs to aid in the retention and successful placement of nontraditional students as evidenced by their action plans.

C. Course Outline: See Attached Outline

D. Special Considerations

This is a one-week career exploration workshop for equity persons who direct programs that focus on recruiting women into nontraditional, technical and trade occupations. The series of challenges, experienced by workshop participants, will help them prepare similar challenges for their clients. It is designed to assist the nontraditional women identify personal strengths and gain self-confidence to help them succeed in the classroom and workplace.

CAREER CHALLENGE

A CAREER EXPLORATION WORKSHOP FOR WOMEN

The Model

The Career Challenge is a counseling program adapted from the Adventure Based Counseling (ABC) model developed by Project Adventure, Inc. ABC is based on a combination of experiential learning, outdoor education, and group counseling techniques, and has been adapted for use with a variety of client groups, including psychiatric patients and welfare recipients. The main goal of ABC is the improvement of self-concept. A basic hypothesis is that a series of carefully implemented challenges which build in success will increase an individual's self confidence.

Career Challenge has been developed for use in re-entry programs that focus on recruiting women into the nontraditional technical and trade occupations. The emphasis on personal risk taking and goal setting meets the need of the nontraditional women to prepare for new challenges in their careers. The support group format is already in place in most re-entry programs and can be adapted to the new counseling model, which offers a strategy for group and individual change. Group members are both the change agents and the persons to be changed.

Participants are asked to perform in stressful situations they have identified as having high "perceived risk". An initial interview is conducted with each participant to begin the goal setting process and to identify the risks or barriers that eventually become the challenge. Each participant works with a counselor to set up a hierarchy of behaviors that involve progressively more risk taking. These individualized behavioral goals form the basis for each participant's challenge, and are redefined and revised during the first week of intensive activities. With group support in goal setting and problem solving, individuals rise to the challenge and experience success.

A sequence of risk-taking activities is introduced during the first week of intensive activities, beginning with the individual interview and culminating in the selection of an "environmental challenge". The culminating challenge represents a personal goal with a high perceived level of risk identified by the individual. The individual and the counselor develope a plan of activities based on the risk hierarchy identified during the initial interview which leads toward the attainment of the goal. The challenges are presented to the group at the final session of the first week. This session serves a ceremonial function in which each of the participants makes a formal commitment to her challenge goal and asks the group for support. Weekly group sessions during the following three weeks of the program are devoted to reporting on the progress made toward the challenge goal.

Elements of ABC were incorporated into the sequential design of the activities:

1. **Trust building** activities are designed to develop high group cohesion which leads to sharing, openness, acdeptance and support for risk taking. Many of these involve physical safety skills which are used to develop more complex psychological and social levels of trust.

Examples: Disclosure through interviews and feedback; trust walk; trust falls and trust circles

2. **Goal setting** requires that each participant define a personal or occupational goal that represents risk taking for that individual. The group helps each member establish realistic le.els of challenge for meeting that goal.

Examples: Risk profile; personal challenge; commitment ceremony
(Interview for information; cold calls to employers; learning to drive; math review; videotaping a mock interview, etc)

3. **Problem solving** is a thread throughout the program. Participants are constantly in situations where they have to solve new problems as a group. Individuals are asked to examine their role in the group process and to identify their strengths as problem solvers.

Examples: Group initiatives

4. **Peak experiences** are the culmination of individual and group activities that represent successful risk taking, problem solving or learning new skills.

Examples: Ropes course challenges; environmental challenges

5. **Challenge/stress** is experienced as each group member participates in those activities identified as high "perceived risk".

Examples: Feedback sessions; personal challenges

6. **Humor/fun** function as a release of the stress and tension of the challenges. Games and activities that involve play serve this purpose.

7. **Ritual and ceremony** are used to create an environment in which group process becomes a dependable element in the process of individual growth and change.

Examples: Ball toss; feedback circle; commitment ceremony

An important component of the process is the Full Value Contract which each group member agrees to honor. The group members agree to support one another in the group and individual activities. Three commitments form the basis of the contract.

1. Agreement to work together as a group and to work toward individual and group goals;

2. Agreement to adhere to certain safety and group behavior guidelines; and

3. Agreement to give and receive feedback, both positive and negative, and to work toward changing behavior when it is appropriate.

The contract requires a level of respect and caring from each individual, as well as a commitment to confrontation - positive, nurturing, and of the self. Honesty is valued in self-examination and in all group interactions.

The Intensive Workshop

This week-long (five-day) workshop establishes the structure and the expectations for the Career Challenge program. Each daily session runs from 9:00 am through 4:00 pm, with one evening session. Facilities for both indoor and outdoor activities must be available. Indoor sessions should be held in a facility that allows confidential matters to be discussed. Outdoor settings should be selected for availability of space and/or equipment for games, initiatives and challenges. Field trips to Challenge Ropes Courses should be arranged for day 4.

Appendix E

Essential Career Development Skills

for

Single Parent/Displaced Homemakers

Curriculum

Essential Career Development Skills For Single Parent/Displaced Homemakers

WIDS, Performance-based Curriculum

Designed by

Lorayne Baldus
Center for Training and Technical Education
University of Wisconsin-Stout

Based on *Success Skills Curriculum for Adults:*
Barbara Dougherty and Margaret Nash
Vocational Equity Resource and Technical Assistance Center
Center on Education and Work
University of Wisconsin-Madison

This project was funded by the Carl Perkins Vocational Education Act, P.L. 98-524
Frances Johnson
Educational Equity Consultant
Wisconsin Technical College System
Madison, Wisconsin

June, 1999

Curriculum Overview

Essential Career Development Skills for Single Parents Displaced Homemakers curriculum is based on the curriculum written by Margaret Nash, Tamara Norden, and Barbara Dougherty for use in the single parent/displaced homemaker programs. It was initiated by Frances Johnson, Sex Equity Consultant, Wisconsin Technical College System Board (WTCSB) and supported through the Single Parent set-aside of the Carl Perkins Vocational Education Act, P.L. 98-524.

The curriculum is written in the Wisconsin Instructional Design System (WIDS) format. Competencies for the course were determined by a focus group and condensed by Barbara Dougherty, Center on Education and Work (CEW), UW-Madison; and Lorayne Baldus, Center on Training and Technical Education (CTTE), UW-Stout.

The original *Success Skills Curriculum* was synthesized into performance-based instruction by Lorayne Baldus. The curriculum includes a Course Outcome Summary; competencies, performance standards, learning objectives, learning activities; seven Learning Plans; and a sample Lesson Plan. The sample lesson plan includes the scope and sequence for one competency, "Analyze personal skills to develop a positive self-concept and maintain effective behaviors." This is included at the end of the document as an example of how instructors can develop their individual lesson plans. The curriculum is meant to be a guide for instructors and conforms to the WTCS use of the WIDS format for curriculum.

Special appreciation goes to Barbara Dougherty and Frances Johnson for their advice and suggestions for revisions. Their insights and guidance were very helpful in the process of compiling information for the course development.

Essential Career Development Skills for Single Parent Displaced Homemakers is available from:

Gerri Kaufmann
Educational Equity Consultant
WTCSB
310 Price Place
Madison, WI 54751

Barbara Dougherty
CEW, UW-Madison
964 Educational Sciences Building
1025 West Johnson St.
Madison, WI 53706

Essential Career Development Skills for Single Parent/Displaced Homemakers

Course Outcome Summary

Course Information

Title Essential Career Development Skills for Single Parent/Displaced Homemakers

Alternate Title Success Skills

Credits 1

Organization WTCS - Wisconsin Technical College System

Developers Barbara Dougherty, UW-Madison/Lorayne Baldus, UW-Stout

Development Date 3/16/99

Revised by Lorayne Baldus, CTTE, UW-Stout

Revision Date 3/16/99

Types of Instruction

Instructional Type	Contact Hours	Outside Hours	Credits
Classroom Presentation			
On Campus Laboratory and Clinicals			
Individualized/Independent Study			
Simulated or Actual Work Experience			
Totals	36	---	1

Target Population Entry Level Workforce

Goals

1. Develop the personal and professional skills necessary for seeking and maintaining successful employment in the workplace.

Description This course is designed to enhance the student's ability to seek, obtain, and retain employment that will provide sufficient income. Assessment of personal characteristics, job-seeking and retention skills, preparation of employment-related documents, and interviewing strategies are included. Participants will identify transferable skills, knowledge, and/or attitudes essential to success and demonstrate application of these abilities throughout the training session. The program focuses upon intensive career planning and preparatory services to enroll a participant full time in a vocational education program that will provide the skills to obtain employment at a wage sufficient to support the individual's household.

Textbooks

Grefsheim, Lianne; Norden, Gavin, Dougherty, Lambert. *Career Planning Curriculum for Adults*. 1992. Center on Education and Work, UW-Madison, 1992.
This textbook is required. Source: CEW, 105. W. Johnson, UW-Madison, 53706. Curriculum guide for single parent/displaced homemaker programs.Three curriculum guides: "Self Knowledge,$29.00; Career Exploration,$49.00; and Career Planning,$25.00."

Nash, Margaret, Norden & Dougherty. *Success Skills Curriculum for Adults*. 1992. Center on Education and Work, UW-Madison, 1992.
This textbook is required. Source: CEW, 106. W. Johnson, UW-Madison 53706. Curriculum includes four books: "Taking Responsibility for Self, $26.00; Communicating Effectively, $15.00; Skills to Enhance Effectiveness, $30.00; and Balancing Family, School and Self, $26.00."

Supplies

Core Abilities and Indicators

o **Think critically and creatively**	☐ Demonstrate observation skills. ☐ Identifies a problem to be solved, task to be performed, or decision to be made. ☐ Gather and Evaluate appropriate information from multiple sources. ☐ Identify consequences of solutions, processes, or decisions. ☐ Apply knowledge and principles to work situations. ☐ Apply learning from context to another. ☐ Understand the need for appropriate safety precautions.
o **Value Self**	☐ Demonstrates self-awareness through recognizing own strengths and weaknesses. ☐ Demonstrates self-confidence. ☐ Receives constructive feedback
o **Act responsibly**	☐ Follow attendance policy. ☐ Meet deadlines. ☐ Follow directions, policies, rules, and regulations. ☐ Accept responsibility for actions. ☐ Display behavior consistent with the ethical standards within a discipline or profession. ☐ Behave appropriately in a variety of situations, circumstances, and roles. ☐ Demonstrate awareness of and respect for differences. ☐ use conflict resolution skills when appropriate. ☐ Use skills for adapting to change.
o **Work cooperatively**	☐ Use team skills to contribute to a group with effort, ideas, and suggestions. ☐ Use team skills to complete their share of tasks necessary to complete a project. ☐ Use team skills to encourage team members by listening and responding appropriately to their contributions. ☐ Build on individual team members' strengths ☐ Resolve differences for the benefit of the team. ☐ Challenge responsibility and tactfully the existing procedures, policies, or authorities.
o **Work productively**	☐ Develop stress and time management skills. ☐ Devise strategies to meet educational, career, personal, and professional goals in a changing world.
o **Learn effectively**	* Take responsibility for self as a learner. * Apply the learning process; assessing, planning, implementing, and evaluating. * Identify, assimilate, and integrate information and ideas. * Organize and use learning activities in a lifelong process.
o **Model responsible behavior**	☐ Recognizes and practice obligations to self and others for attitudes, decisions, actions at work, in society, and within the family. ☐ Behave appropriately in a variety of situations, circumstances, and roles. ☐ Demonstrate awareness of and respect for differences. ☐ Use conflict resolution skills when appropriate. ☐ Use skills for adapting to change.

o **Communicate effectively**	☐ Apply appropriate reading, writing, speaking, and listening skills to express information, ideas, and opinions ☐ Demonstrate active listening skills. ☐ Interpret non-verbal communication in self and others. ☐ Communicate and adapt language effectively in a cross-cultural or multicultural environment.

Competencies and Performance Standards

UNIT

1. **Analyze personal skills to develop a positive self-concept and maintain effective behaviors.** ***Domain**--Cognitive* ***Level**--Analysis* ***Importance**--Essential* ***Difficulty**--Medium*	**Criteria -- Criteria - Performance will be satisfactory when learner:** ☐ demonstrates a positive self-concept ☐ identifies achievements related to work, learning, and leisure and their influence on self perception ☐ demonstrates a realistic understanding of self ☐ demonstrates appropriate interpersonal skills in expressing feelings and ideas ☐ demonstrates skills to overcome self-defeating behaviors. **Conditions -- Competence will be demonstrated by:** ☐ following rules ☐ accepting responsibility for actions ☐ displaying behavior consistent with the ethical standards within a discipline or profession ☐ behaving appropriately in a variety of circumstances, and roles ☐ demonstrating awareness of and respect for differences ☐ using conflict resolution skills when appropriate ☐ using skills for adapting to change ☐ an increased awareness of accomplishments/self-worth and a growth in self-confidence. **Linked Core Abilities:** o Value Self **Learning Objectives:** a. Identify personal skills b. Identify interests/abilities c. Identify achievements d. Demonstrate self-awareness through recognizing own strengths and weaknesses e. Determine personality traits affecting and impacting on career decisions f. Develop a realistic understanding of self g. Identify experiences that impact on work-place success h. Identify personal values that influence career decisions i identify factors influencing career decisions j Receive constructive feedback k. Describe influence of gender bias and sex-role stereotyping on self concept

2. **Analyze developmental changes and transitions that change over time.** ***Domain**–Cognitive* ***Level**–Analysis* ***Importance**–Important* ***Difficulty**–Medium*	**Criteria – Criteria - Performance will be satisfactory when learner:** □ describes phases of the transition process □ identifies barriers to effective transitioning □ develops a personal strategy for transition □ identifies strategies to maintain health. **Conditions – Competence will be demonstrated by:** □ devising a strategy to meet educational, career, personal, and professional goals; immediate and future. **Linked Core Abilities:** o Learn effectively **Learning Objectives:** a. Describe how personal motivations and aspirations change over time. b. Analyze the relationships between age, physical changes, and work performance. c. Develop personal adaptations required to accommodate changing personal needs. d. Develop stress and time management skills. e. Analyze external events that require life changes. f. Devise a personal strategy to meet goals.
3. **Identify continuing changes in male/ female roles.** ***Domain**–Cognitive* ***Level**–Analysis* ***Importance**–Useful* ***Difficulty**–Medium*	**Criteria – Criteria - Performance will be satisfactory when learner:** □ describes trends in the gender composition of the labor force □ assesses implications for personal career plans □ demonstrates nondiscriminatory attitudes and behaviors □ identifies disadvantages of stereotyping in education/workforce □ identifies legalities of the workplace □ explores nontraditional careers. **Conditions – Competence will be demonstrated:** □ a personal educational/career plan based upon the application of knowledge gained through assessing discrimination and stereotyping. **Linked Core Abilities:** o Think critically and creatively **Learning Objectives:** a. Describe recent changes in gender norms and attitudes. b. Describe recent trends in the gender composition of the labor force. c. Assess implications of trends in one's own career plans. d. Identify types of sterotyping and the implications for selecting occupations. e. Analyze types of behaviors, attitudes, and skills needed to eliminate stereotyping in education, family, and occupational environments. f. Identify legalities present in the workplace. g. Explore nontraditional careers.

4. **Assess the skills needed to enter into and participate in education, training, work and life-long learning.** ***Domain**–Cognitive* ***Level**–Application* ***Importance**–Essential* ***Difficulty**–Medium*	**Criteria – Criteria - Performance will be satisfactory when learner:** □ demonstrates appropriate reading, writing, speaking, listening skills □ interprets non-verbal communication in self and others □ communicates and adapts language effectively in a cross-cultural or multicultural environment □ uses team skills to contribute to a group with effort, ideas, and suggestions □ uses team skills to complete share of tasks necessary to complete a project □ uses team skills to encourage team members by listening and responding appropriately to contributions □ builds on individual team members' strengths □ resolves differences for the benefit of the team. **Conditions – Competence will be demonstrated by:** □ applying appropriate reading, writing, speaking and listening skills to express information, ideas and opinions. □ displaying team skills within the classroom environment. **Linked Core Abilities:** o Communicate effectively **Learning Objectives:** a. Identify different types of communication styles. b. Assess assertiveness. c. Demonstrate communication styles. d. Recognize the effect of non-verbal communication to enhance or inhibit the communication process. e. Identify the roles of people in groups. f. Practice group/team skills.

5. **Interpret career information.** ***Domain**–Cognitive* ***Level**–Synthesis* ***Importance**–Essential* ***Difficulty**–Medium*	**Criteria – Criteria - Performance will be satisfactory when learner:** ☐ identifies information that describes educational opportunities in career interest. ☐ identifies strategies to overcome personal barriers to education and training ☐ describes community resources to support education and training ☐ learner describes organizational resources to support education and training ☐ identifies career information resources ☐ utilizes career information resources ☐ Relates career information to self-assessment, career planning,occupations, prospective employers, organizational structures, and employer expectations ☐ describes the uses and limitations of occupational outlook information ☐ identifies diverse job opportunities available and hiring practices. ☐ relates job opportunities to given set of occupational skills ☐ Identifies opportunities in self-employment. **Conditions – Competence will be demonstrated by:** ☐ devising a short and long-range plan to achieve educational/career objectives utilizing necessary resources. ☐ creating a personal career plan, based on the relationship of self-assessment and career/employment assessments. **Linked Core Abilities:** o Work productively **Learning Objectives:** a. Identify job training programs. b. Identify employer-sponsored training. c. Identify graduate training programs. d. Identify professional study programs. e. Identify child care support services. f. Identify public health services. g. Identify resources for mental health benefits. h. Describe criteira for welfare assistance. i. identify organizational resources for educational and training support. j. Identify current career information resources (computer,print, and media). k. Compare job opportunities with given set of occupational skills. l. Describe information about specific employers and hiring practices. m. Relate career information to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

6. **Demonstrate effective career decision-making skills.** ***Domain**–Cognitive* ***Level**–Application* ***Importance**–Essential* ***Difficulty**–Medium*	**Criteria – Criteria - Performance will be satisfactory when learner:** □ describes personal criteria for making education, training and career decisions □ demonstrates skill to assess occupational opportunities □ describes effects of education, work and family decisions on career decision □ describes potential consequences of decision **Conditions – Competence will be demonstrated by:** □ formulating an educational/career plan based upon personal and occupational decision-making. **Linked Core Abilities:** o Model responsible behavior **Learning Objectives:** a. Assess personal data to determine education/training goals. b. Assess personal data to determine career goals. c. Relate occupational information to personal assessments to determine career goals. d. Determine effects of education/career decision as it relates to personal life. e. Formulate a plan-of-action to obtain education/career goals, based upon personal and occupational decision-making.
7. **Examine the impact of work on individual and family life.** ***Domain**–Cognitive* ***Level**–Analysis* ***Importance**–Useful* ***Difficulty**–Medium*	**Criteria – Criteria - Performance will be satisfactory when learner:** □ describes the importance of work as it affects values and lifestyle □ demonstrates awareness of and respect for differences □ analyzes how society's needs and functions affect work □ describes occupational, industrial, and technological trends in training programs and workplaces □ explains the global economy's effect on the individual. **Conditions – Competence will be demonstrated by:** □ developing strategies and career plans to meet educational, career, personal, and professional goals that recognizes obligations to self and others for attitudes, decisions, actions at work, in society, and within family. **Linked Core Abilities:** o Work cooperatively **Learning Objectives:** a. Assess potential consequences of career decision. b. Develop stress management strategies. c. Formulate short and long-range goals. d. Develop individual career plan.

Skills to Develop a Positive Self-Concept

LEARNING PLAN 1

Competency

1. Analyze personal skills to develop a positive self-concept and maintain effective behaviors.

Linked Standards

Linked Core Abilities

o Value Self

Why This Skill Is Important

Self-esteem is the measure of how people feel about themselves; it describes how positively or negatively they view their own self image. A healthy level of self-esteem is a necessary cornerstone for pursuing almost anything, from personal goals to career aspirations. Poor self-esteem is a common problem, one which keeps many people from realizing their full potential. Poor self-image may be a prticular problem for women participants, since gender norms and sterotypes foster low self-esteem among women. Dealing with issues of self-esteem, then, is a necessary first step in developing the sort of success skills needed to reach goals.

When Your Performance Will Be Acceptable

Criteria - Performance will be satisfactory when learner:

- demonstrates a positive self-concept
- identifies achievements related to work, learning, and leisure and their influence on self perception
- demonstrates a realistic understanding of self
- demonstrates appropriate interpersonal skills in expressing feelings and ideas
- demonstrates skills to overcome self-defeating behaviors.

How You Will Be Evaluated

Competence will be demonstrated by:

- following rules
- accepting responsibility for actions
- displaying behavior consistent with the ethical standards within a discipline or profession
- behaving appropriately in a variety of circumstances, and roles

- ☐ demonstrating awareness of and respect for differences
- ☐ using conflict resolution skills when appropriate
- ☐ using skills for adapting to change
- ☐ an increased awareness of accomplishments/self-worth and a growth in self-confidence.

What You Will Need to Learn to Master the Competency

This Learning Plan will addess the following learning objectives to help you master the competency:

a. Identify personal skills.
b. Identify interests/abilities.
c. Identify achievements.
d. Demonstrate self-awareness through recognizing own strengths and weaknesses.
e. Determine personality traits affecting and impacting on career decisions.
f. Develop a realistic understanding of self.
g. Identify experiences that impact on work-place success.
h. Identify personal values that influence career decisions.
i. identify factors influencing career decisions.
j. Receive constructive feedback.
k. Describe influence of gender bias and sex-role stereotyping on self concept.

Learning Activities

_____1. Define self-esteem through lecture/discussion.

_____2. Assess one's self esteem using resources; Characteristics of High and Low Self-Esteem, Positive Profile Point Quiz, and How Well Do You Like Yourself? assessment.

_____3. Describe one's self-image through making a self-concept collage or Seeing Ourselves as Friends activity.

_____4. Evaluate attitudes, myths, stereotypes and childhood messages through discussion of stereotypes, cost of low self-esteem and childhood role models.

_____5. Discuss how socialization messages affect assertion, your rights and your feelings.

_____6. Identify leadership skills to improve self-esteem through completing activities; "The Confidence Game, The Positive Approach and The Diamond of My Life."

_____7. Define Self Talk and identify examples of irrational and rational Self Talk.

_____8. Determine appropriate self-talk through discussion of "Guidelines for Using Affirmations."

Skills to Make Transitions

LEARNING PLAN 2

Competency

2. Analyze developmental changes and transitions that change over time.

Linked Standards

Linked Core Abilities

o Learn effectively

Why This Skill Is Important

Living through a time of major life change is a huge challenge. People need the skills and the confidence to adapt to change. One difficult part of life transitions is that of setting new goals. Goals help us focus our thoughts and direct our energy in the way that makes the most sense for us. This learning plan is designed to enable participants to understand the process and develop those skills to make transitions as smooth as possible.

When Your Performance Will Be Acceptable

Criteria - Performance will be satisfactory when learner:

- describes phases of the transition process
- identifies barriers to effective transitioning
- develops a personal strategy for transition
- identifies strategies to maintain health

How You Will Be Evaluated

Competence will be demonstrated by:

- devising a strategy to meet educational, career, personal, and professional goals; immediate and future.

What You Will Need to Learn to Master the Competency

a. Describe how personal motivations and aspirations change over time.
b. Analyze the relationships between age, physical changes, and work performance.
c. Develop personal adaptations required to accommodate changing personal needs.

This Learning Plan will addess the following learning objectives to help you master the competency:

d. Develop stress and time management skills.
e. Analyze external events that require life changes.
f. Devise a personal strategy to meet goals.

Learning Activities

_____1. Discuss/Describe the phases of the transitional process and take the quiz,"Coping with Change."

_____2. Discuss the barriers to effective transitioning using "Nine Points to Help You in Change."

_____3. Identify barriers to effective transitioning by completing activity, "Dealing with Fear."

_____4. Discuss "Obstacles to Setting Goals."

_____5. Describe physical, intellectual, emotional., social and spiritual health using overhead, "Are You As Happy As You Can Be?"

_____6. Assess your own state of health by completing;" Wellness Pie, Checking Out My Health, and/or Choosing a Healthy Lifestyle: Wellness Inventory."

_____7. Identify strategies to maintain health; nutrition, weight; what makes you happy.

_____8. Develop a personal strategy for transition using the "Goal Setting Contract."

Understanding the Continuing Changes in Male/Female Roles

LEARNING PLAN 3

Competency

3. Identify continuing changes in male/female roles.

Linked Standards

Linked Core Abilities

o Think critically and creatively

Why This Skill Is Important

The rigid, sex-stereotyped roles traditionally expected of men and women are becoming less compatible with economic and social reality. All students are encouraged to develop their talents and skills to their greatest potential, not only to help ensure a skilled and diverse workforce, but also to help strengthen families by minimizing economic strain. These activities will outline the realities of women's involvement in the labor force, introduce women to the wide range of nontraditional employment opportunities available, and ask them to examine gender equity issues relevant to career choice.

When Your Performance Will Be Acceptable

Criteria - Performance will be satisfactory when learner:

- ☐ describes trends in the gender composition of the labor force
- ☐ assesses implications for personal career plans
- ☐ demonstrates nondiscriminatory attitudes and behaviors
- ☐ identifies disadvantages of stereotyping in education/workforce
- ☐ identifies legalities of the workplace
- ☐ explores nontraditional careers.

How You Will Be Evaluated

Competence will be demonstrated:

- ☐ a personal educational/career plan based upon the application of knowledge gained through assessing discrimination and stereotyping.

What You Will Need to Learn to Master the Competency

This Learning Plan will addess the following learning objectives to help you master the competency:

a. Describe recent changes in gender norms and attitudes.
b. Describe recent trends in the gender composition of the labor force.
c. Assess implications of trends in one's own career plans.
d. Identify types of sterotyping and the implications for selecting occupations.
e. Analyze types of behaviors, attitudes, and skills needed to eliminate stereotyping in education, family, and occupational environments.
f. Identify legalities present in the workplace.
g. Explore nontraditional careers.

Learning Activities

_____1. Discuss, "What do you know about women workers?"

_____2. Take a quiz or survey; "USA Work Force Information Quiz"/ WINC "Getting the Facts."

_____3. Discuss working women issues using handouts: "Twelve Facts About Working Women; 20 Facts on Women Workers; Women and Nontraditional Work; Women, Work and Age: Wages and Benefits/Age Discrimination."

_____4. Discuss trends in the composition of women in the labor force using the Bureau of Labor Statistics: "Employment of Women in Nontraditional Jobs and Good News: Tech labor Shortage Offers job Bonanza for Women," and "Employed Civilians by Detailed Occupation, Sex, Race, and Hispanic Origin."

_____5. Discuss" Why Should a Woman Consider Nontraditional Careers?", looking at the advantages and barriers confronting women in nontraditional occupations.

_____6. Define sexual harassment.

_____7. Discuss other forms of harassment and discrimination and methods of recourse.

_____8. Identify legal rights within the workplace; pregnancy, family leave, and compensation for injuries.

Performance Assessment Activities

_____1. Develop a personal educational/career plan based upon the application of knowledge gained through assessing discrimination and stereotyping.

Communicating Effectively

LEARNING PLAN 4

Competency

4. Assess the skills needed to enter into and participate in education, training, work and life-long learning.

Linked Standards

Linked Core Abilities

o Communicate effectively

Why This Skill Is Important

Effective communication and group dynamics are necessary in all facets of life. People with effective communication styles will have better relationships with their families and friends, they present themselves better at job interviews, and their job performance is likely to be high. This competency is designed to help particpants become more aware of the range of communication styles, and to practice using communication techniques that are effective.

When Your Performance Will Be Acceptable

Criteria - Performance will be satisfactory when learner:

- ☐ demonstrates appropriate reading, writing, speaking, listening skills
- ☐ interprets non-verbal communication in self and others
- ☐ communicates and adapts language effectively in a cross-cultural or multicultural environment
- ☐ uses team skills to contribute to a group with effort, ideas, and suggestions
- ☐ uses team skills to complete share of tasks necessary to complete a project
- ☐ uses team skills to encourage team members by listening and responding appropriately to contributions
- ☐ builds on individual team members' strengths
- ☐ resolves differences for the benefit of the team.

How You Will Be Evaluated

Competence will be demonstrated by:

- ☐ applying appropriate reading, writing, speaking and listening skills to express information, ideas and opinions.

- displaying team skills within the classroom environment.

What You Will Need to Learn to Master the Competency

This Learning Plan will addess the following learning objectives to help you master the competency:

a. Identify different types of communication styles.
b. Assess assertiveness.
c. Demonstrate communication styles.
d. Recognize the effect of non-verbal communication to enhance or inhibit the communication process.
e. Identify the roles of people in groups.
f. Practice group/team skills.

Learning Activities

_____1. Discuss communication skills.

_____2. Complete activity, "Communicating to Solve Problems."

_____3. Complete instrument, "Thomas-Kilman Conflict Mode."

_____4. Discuss types of interpersonal behavior.

_____5. Discuss" assertiveness training, developing and assertive belief system, and assertive rights."

_____6. Complete the "Assertiveness Inventory" and do a self-assessment.

_____7. Discuss Self-defeating behaviors in communication.

_____8. Discuss assertiveness in goal achievement.

_____9. Discuss the effects of non-verbal communication.

_____10. Identify roles of people within groups through completing "Are You Someone Who...? and Conflict Chart."

_____11. Role play group behaviors.

_____12. Identify listening skills.

_____13. Identify barriers to listening using "Ten Keys to Effective Listening"

_____14. Role play active listening skills

_____15. Role play skills to effectively express ideas and emotions, especially during conflict

_____16. Discuss barriers to effective communication

_____17. Demonstrate effective techniques to get what one believes in

Performance Assessment Activities

_____1. Display appropriate reading, writing, speaking and listening skills to express information, ideas, and opinions within the classroom setting.

_____2. Display team skills within the classroom environment.

Selecting Careers

LEARNING PLAN 5

Competency

5. Interpret career information.

Linked Standards

Linked Core Abilities

o Work productively

Why This Skill Is Important

To make appropriate career decisions, people need information regarding not only their own values, interests and aptitudes, but also information concerning the job market itself. Course participants discover many options to match their individual combinations of skills and abilities as they plan their careers. Participants must select a career that will provide suffficient job opportunities and meet their financial needs.

When Your Performance Will Be Acceptable

Criteria - Performance will be satisfactory when learner:

- identifies information that describes educational opportunities in career interest.
- identifies strategies to overcome personal barriers to education and training
- describes community resources to support education and training
- learner describes organizational resources to support education and training
- identifies career information resources
- utilizes career information resources
- Relates career information to self-assessment, career planning,occupations, prospective employers, organizational structures, and employer expectations
- describes the uses and limitations of occupational outlook information
- identifies diverse job opportunities available and hiring practices.
- relates job opportunities to given set of occupational skills
- Identifies opportunities in self-employment.

How You Will Be Evaluated

Competence will be demonstrated by:

- devising a short and long-range plan to achieve educational/career objectives utilizing

necessary resources.

- creating a personal career plan, based on the relationship of self-assessment and career/ employment assessments.

What You Will Need to Learn to Master the Competency

This Learning Plan will addess the following learning objectives to help you master the competency:

a. Identify job training programs.
b. Identify employer-sponsored training.
c. Identify graduate training programs.
d. Identify professional study programs.
e. Identify child care support services.
f. Identify public health services.
g. Identify resources for mental health benefits.
h. Describe criteira for welfare assistance.
i. identify organizational resources for educational and training support.
j. Identify current career information resources (computer,print, and media).
k. Compare job opportunities with given set of occupational skills.
l. Describe information about specific employers and hiring practices.
m. Relate career information to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

Learning Activities

_____1. Discuss the value of career information resources (scope of coverage, type of information, contents, and uses).

_____2. Discover methods to obtain job information from Career Planning Workbook, pages 106-202.

_____3. Research specific career occupations using the information resources from the workbook and computer lab.

_____4. Identify training programs related to career choice (e.g., job, employer sponsored, educational, etc.) and organizational resources for support.

_____5. Research governmental support services (e.g., child-care, public health, mental health, welfare).

_____6. Write a composite report of services available and criteria for accessing the service.

_____7. Discuss an effective mentoring system.

_____8. Develop a strategy to use current career information resources (e.g., computerized career information systems, print materials, media, mentors, and support services) to seek employment.

_____9. Create a short-term personal career plan to achieve educational/career objectives utilizing necessary resources.

Performance Assessment Activities

_____1. Write a short-term educational/career plan of action utilizing all necessary resources to obtain goal.

Making Decisions

LEARNING PLAN 6

Competency

6 Demonstrate effective career decision-making skills.

Linked Standards

Linked Core Abilities

o Model responsible behavior

Why This Skill Is Important

Personal needs and intersts heavily influence the career decisions that participants will make. Course participants discover many options to match their individual combinations of skills and abilities as they plan their careers. This competency will help participants learn to evaluate occupations for themselves. As a result of the exercies, they will answer questions regarding personal needs; education, skills, training costs, salary, opportunities and availabilty of jobs. Participants will be guided through the maze of information to help them place it in context so they can learn and relate this knowledge to their own lives. Participants will create a plan for educational/career goals.

When Your Performance Will Be Acceptable

Criteria - Performance will be satisfactory when learner:

- describes personal criteria for making education, training and career decisions
- demonstrates skill to assess occupational opportunities
- describes effects of education, work and family decisions on career decision
- describes potential consequences of decision

How You Will Be Evaluated

Competence will be demonstrated by:

- formulating an educational/career plan based upon personal and occupational decision-making

What You Will Need to Learn to Master the Competency

This Learning Plan will addess the following learning objectives to help you master the competency:

a. Assess personal data to determine education/training goals.
b. Assess personal data to determine career goals.
c. Relate occupational information to personal assessments to determine career goals.
d. Determine effects of education/career decision as it relates to personal life.
e. Formulate a plan-of-action to obtain education/career goals, based upon personal and occupational decision-making.

Learning Activities

_____1. Assess results of assessment instrument (interest, aptitude, education, experience, values) and compare to occupational choices.

_____2. Research career information sources.

_____3. View career planning videos.

_____4. Describe training and education needed for occupation choice.

_____5. Relate personal needs to different occupations selected.

_____6. Assess information from community resources (presentations, handouts, etc.) to personal goals.

_____7. Match results of assessment instruments to occupational choices using occupational information resources.

_____8. Complete a "career decision-making instrument" to assist in goal formation.

_____9. Develop an educational/career plan based upon personal and occupational decision-making.

Performance Assessment Activities

_____1. Participant will develop a written educational/career plan based upon the information gained from occupational research and personal assessments.

Choosing a Career

LEARNING PLAN 7

Competency

6. Demonstrate effective career decision-making skills.

Linked Standards

Linked Core Abilities

- Model responsible behavior

Why This Skill Is Important

Career choices affect more than just the 40 hours each week spent on the job. Because career choices have a great impact on an individual's lifestyle, those beginning to research a career should first know how they want to live, or do not want to live. Lifestyle, or the way people think and feel; what they value; and how they spend their time, money, and energy explains not only individual lives, but why society works the way it does. The web of relationships, collectively referred to as "society" forms multiple dynamic interactions. Participants will assess how these relationships, including economic, community, and government, will affect them personally.

When Your Performance Will Be Acceptable

Criteria - Performance will be satisfactory when learner:

- ☐ describes personal criteria for making education, training and career decisions
- ☐ demonstrates skill to assess occupational opportunities
- ☐ describes effects of education, work and family decisions on career decision
- ☐ describes potential consequences of decision

How You Will Be Evaluated

Competence will be demonstrated by:

- ☐ formulating an educational/career plan based upon personal and occupational decision-making.

What You Will Need to Learn to Master the Competency

This Learning Plan will addess the following learning objectives to help you master the competency:

a. Assess personal data to determine education/training goals.
b. Assess personal data to determine career goals.
c. Relate occupational information to personal assessments to determine career goals.
d. Determine effects of education/career decision as it relates to personal life.
e. Formulate a plan-of-action to obtain education/career goals, based upon personal and occupational decision-making.

Learning Activities

_____1. Discuss the importance of work and how it affects one's values and lifestyle.

_____2. Discuss women in the workforce, labor, industrial and occupational outlook.

_____3. View video about awareness and respect for differences in the workplace.

_____4. Discuss implications for working in a multi-cultural workplace.

_____5. Discuss, in small groups, the major trends and future directions affecting tomorrow's workforce. Share findings with larger group.

_____6. Describe the occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

_____7. Read newspaper/magazine articles about global economy and the effect on individuals in the workforce and discuss implications.

_____8. Using small discussion groups, form conclusions how society influences the nature and structure of work, drawing implications for individual career plans.

_____9. Develop a written strategic/career plan to meet personal and professional goals that recognizes work, personal, and family obligations.

Performance Assessment Activities

_____1. Develop strategies and career plan to meet educational, career, personal and professional goals that recognizes obligations to self and others for attitudes, decisions, actions at work, in society and within family.

Skills to Develop a Positive Self-Concept

Competency 1. **Analyze personal skills to develop a positive self-concept and maintain effective behaviors.**

Linked Core Abilities Value Self

Instructional Materials

Grefsheim, Lianne; et al. ***Career Planning Curriculum Guide for Adults.*** Curriculum Guides. Publisher: CEW, UW-Madison, Madison, WI 53706. Copyright 1992. Source: 964 Ed. Sc. Bldg. 105 W. Johnson St.. Cost: $103.00. Description: A 72 hour curriculum divided into three guides; Self Knowledge, $29.00; Career Exploration, $49.00; Career Planning, $25.00

Nash, Margaret; et al. ***Success Skills Curriculum for Adults.*** Curriculum Guides. Publisher: CEW, UW-Madison, Madison, WI 53706. Copyright 1992. Source: 964 Ed. Sc. Bldg. 105 W Johnson St. Cost: $97.00. Description: Four Curriculum Guides: Taking Responsibility for Self, $26.00; Communicating Effectively, $15.00; Balancing Family, School, and Self, $26.00; Skills to Enhance Effectiveness, $30.00

Lesson Plan

Author Lorayne Baldus

Date 5/20/99

Total Time In

Notes

Lesson Activities

No.	Time in	Time out	Learning Activity	Teaching Activity	Resources	Supplies	Notes
1			Define self-esteem through lecture/discussion	***Lecture/Discussion; "Self-Esteem: Making the connection, Defining Terms" p. 1-6 to 1-8. Use small and large group discussion to define terms, self-esteem and self-confidence. Discuss how this is shaped and how one can change it.***	Taking Responsibility for Self		

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